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ABSTRACT

This publication includes abstracts of all dissertations written by members of the Center for International Education at the University of Massachusetts since its inception in 1969. The Center offers training at the master's and doctoral levels in third world development education and nonformal education. The dissertations are based on work throughout the developing world. Many have evolved from field experience in projects sponsored by the Center in Ecuador, Ghana, Lesotho, and Indonesia. Abstracts are presented in approximately chronological order, and are indexed by author and subject. Topics covered include educational and curricular alternatives, teacher training, instructional methods, rural nonformal education, the role of the black college in international education, educational relevance, adult literacy instruction, area studies materials, self-help schools, characteristics of nonformal educators, black studies, higher education and social responsibility, characteristics of educated populations, peace education, educational television, educational reform, humanism, essentialism, teaching individuals with disabilities, self-concept and cultural change, educational policy, education for development, cross-cultural teacher training, counseling, secondary school students, bilingual desegregation, education and employment, instructional materials, program design, refugees, learning styles, lifelong education, ethnicity, and educational policy. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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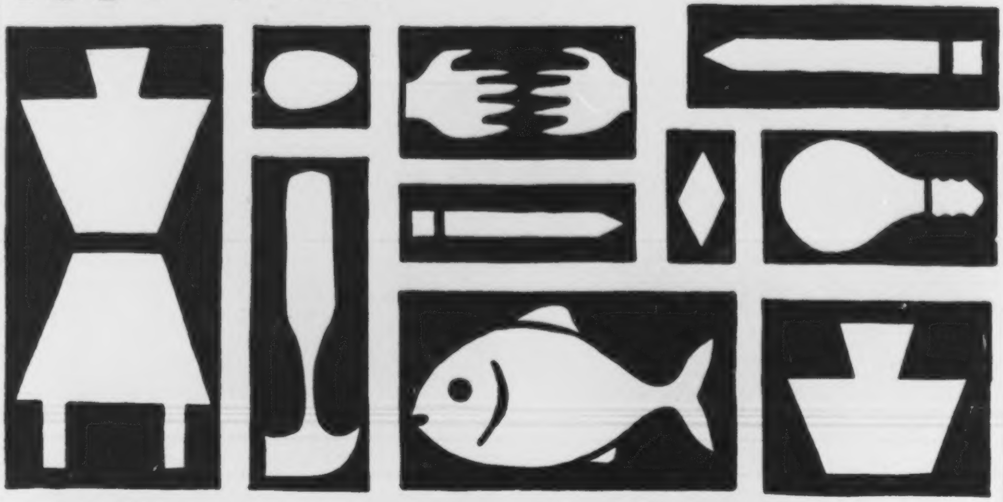

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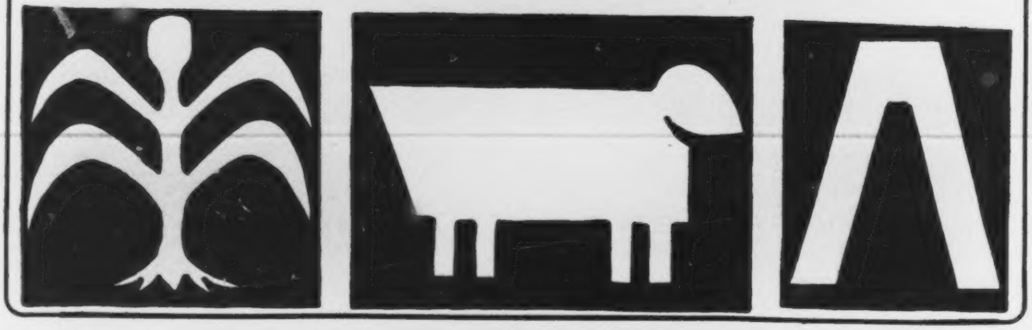

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Dissertation Abstracts
1971-1987

Center for International Education
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PREFACE

This publication contains the abstracts of all the dissertations written by members of the Center for International Education at the University of Massachusetts since its inception in 1969. The full text of the dissertations is available through University Micro-Films or at the library of the University of Massachusetts. A few of the dissertations have been published by the Center and are available from its publications department.

The Center for International Education is one of several programs in the Division of Educational Policy, Research and Administration at the School of Education. The Center offers graduate level training at the master's and doctoral levels in Third World Development Education and Nonformal Education. The dissertations are based on work throughout the developing world. Many have grown out of field experience in projects sponsored by the Center in Ecuador, Ghana, Lesotho and Indonesia.

The abstracts mirror the continuing Center commitment to the application of theories of self-reliance and empowerment to the development realities of the Third World. Many dissertations concern the topics of training of facilitators, the participatory process, collaborative programming, literacy and the role of women in development. The emphasis on the human component of development reflects the ongoing Center goal of promoting research into those aspects of education which increase the power of the learners to control their own destinies.

Center members are carefully selected for their combination of academic ability and extended practical experience in the developing world. Most have occupied positions of leadership in education prior to their doctoral work and have since returned to make use of their skills in positions of increased responsibility. The goal of this publication is to provide other development educators with access to their varied insights and experience.

Center for International Education
University of Massachusetts
Amherst, Massachusetts
January, 1987

ORGANIZATION AND USE OF DISSERTATION ABSTRACTS

This is the second edition of Dissertation Abstracts and includes all dissertations completed and defended between 1971 and January, 1987. The publication is reissued approximately every two years; those who wish to read recent dissertation abstracts which have not yet been included in this publication should contact the publications department at the Center.

The dissertation abstracts are presented in approximately chronological order. Each is given an index number which represents the order in which the dissertation was completed. Specific abstracts can be found by using one of the two indexes at the end of the document. The work of a particular author can be found by locating his or her index number in the Author's Index. Those names which have an asterick beside them are available for sale in edited version through the publications department Readers can locate dissertation abstracts by topic in the Subject Index. Each abstract is indexed according to the country to which it refers, the kind of education it addresses (e.g. formal, nonformal, participatory) and other related subject topics (e.g. health, feminism, labor).

1. Alternatives in African Education: The Need for a Synthesis Between the Traditional and the New Systems
Chukwuemeka Manuwuike
1971
Chr: Dr. George E. Urch

At the present time, most African countries have achieved independence politically, and to gain cultural and economic independence, they look to their schools and the power of education to help solve some of their problems. But the schools, whether by design or by default, have been dysfunctional.

It is assumed that the present educational system in most of former colonial Africa is alienating the "educated" Africans from their heritage. It is such that it is divorcing its participants from the society it purports to be preparing them for. This is due in part to the "colonial mentality" which has conditioned Africans to think "white," and to look for some extra African _raison d'etre_ in their native African environmental phenomena.

The entire continent of Africa, blessed with historic cultural wealth, is a museum where priceless art treasures of ancient civilizations and untouched natural resources combine to form a "school." Oddly enough, colonial education has bypassed this, and has rather tended to ridicule the heritage of Africa's past.

It was hypothesized that:

a) If the educated African is alienated from his culture due to his educational patrimony from Europe, an autochthonous educational system might help alleviate this problem.
b) Since the term "education" means different things to different peoples, the traditional African educational systems are better suited to the Africans than the superimposed European ones.

The first portion of the study dealt with the zephyrs of change, focusing attention on the prelude to educational imposition on Africa. It explored how the foundations of African education were primarily designed to strengthen Africa's service to Europe. Based on European ethnocentrism, illusions, and myths of savagery about Africa, a purely paternalistic education was perpetuated. The next phase explored how this European "civilizing" mission has failed and proven illusory in terms of contemporary African cultural renaissance. Africans are beginning to realize that in order to move faster in this modern world fashioned for them by Europeans, they must go back in history to recapture their originality and gain momentum.

The alienation of the educated African was researched through African writings. To supplement this, groups of Africans were interviewed in informal sessions to find out if, and to what extent, their Western-oriented schooling has helped or hindered them from understanding their culture. The results showed conclusively that a majority of those interviewed felt that their education has not helped them at all in relating to their own townspeople and understanding their customs; rather, it has robbed them of their Africanness. The few who said it has helped them in one way or the other mentioned that it has helped them to understand and cope with the Europeans and to appreciate the values in their own African cultures.

The traditional education in pre-colonial Africa was examined, touching on the philosophy, the systems, the curriculum and methodology of teaching and learning, the educators, the cherished values, and the skills acquired.

In traditional Africa, the home and the community took care of many of the academic and professional subjects that are now commonplace in the schools. In order for the present schools in Africa to justify their existence, they owe it to themselves and more so to the African communities, to reorganize along purely African community lines to determine how best to meet or supplement those other needs of the community in a way some other agencies are not. The role of education will then be the most important one when everyone in the community is involved and feels compelled, in the most original African ethos, to devise, sponsor, and implement programs designed for the benefit of all.

2. The Flexible Curriculum: A Practical Experiment in Restructuring Higher Education
Philip R. Christensen
1972
Chr: Dr. David R. Evans

Since 1968 the School of Education at the University of Massachusetts has been committed to innovation through alternatives. The formal educational system in the United States is based on a set of unquestioned assumptions which have locked schools into a single way of doing things. No one knows whether traditional approaches to teaching and learning are the best or the worst possibilities. At the moment, they are the only possibilities.

Resolution of the problem requires two things: the vision to imagine and define new educational techniques, and the courage to test them even at the risk of failure. This has been the School's basic goal. The Flexible Curriculum is but one of the alternatives produced by this endeavor. It is certainly not the most radical, for it shares some very basic features of the existing means of packaging instruction. Yet it is not a trivial modification, either. By expanding on the simple expedient of dividing credits into smaller modules of credit, the innovation adds previously unrealized flexibility to the options available for faculty, students, the community, and the institution itself. Curricular format can be determined by content and individual aptitudes, instead of content and aptitudes strictly constrained by format. Furthermore, a carefully planned administrative system allows such freedom within the larger context of a traditional credit system. The translation of modular records into regular course numbers and credits means that this alternative is available to all institutions of higher education ready for change but unwilling to rush into a radical break with the past.

"The Flexible Curriculum: A Practical Experiment in Restructuring Higher Education" is a written description of a project dissertation. It is divided into two major sections. Chapter One is general background. It includes a historical perspective on the credit system in American Education, an overview of the mechanics of modular credit, an analysis of the idea's advantages and disadvantages, a discussion of its development at the School of Education, suggestions about the concept's curricular implications, and proposed evaluation mechanisms. Chapter Two gives a detailed description of how the Flexible Curriculum is organized and administered. In essence, it is a blueprint for change. In its entirety, the document offers a plan for a workable structural alternative in higher education, one that shows promise of improving the quality of teaching and learning at this level.

3. A Case Study of a Model Teacher Training School in Ivory Coast: Student Characteristics and Participatory Behavior
Stephen Hall Grant
1972
Chr: Dr. David R. Evans

The study is based on a problem which is expressible as three research inquiries. They all refer principally to one population: the students training to be primary school teachers at the Ecole Normale d'Instituteurs in Bouake, Ivory Coast during the academic year 1970-1971. The first inquiry is of the descriptive nature: how can student particpation by operationally defined and then measured? The second inquiry is partly descriptive and partly analytic. Little information is available on the student population. Who are they? More precisely, what are some of their demographic, experiential, and attitudinal characteristics? The third inquiry is exploratory: do some of these characteristics demonstrate relational properties with participatory behavior? That is, are there relationships between the students' levels of participation (dependent variable) and various other characteristics (independent variables) which they exhibit?

The Ivory Cost government has recently launched a massive program of educational reform centered around televised broadcasts to primary school classrooms. At least three specific reasons can be advanced for collecting data such as those in the present study in the early stages of the educational television project. Having launched the project, the Ivory Coast government's best interests are to help it succeed and be worth their substantial investment. Data can be used in a feedback process to help in decision making on the level of the ETV project authority. Second, other African and developing countries will want to learn all they can from the Ivory Coast experience if they are contemplating reforms in their educational systems. Third, the Ministry of National Education has formulated several objectives for its reforms: one concerns the active participation of students.

Student participation was defined by the total population of 125 students. Students contributed sentence-completion items describing the behavior or attitudes of the active particpant in their training program. The author guided the development of fifty screened criteria. Students used this instrument to rate themselves, with each student marking the name of the student in his group who particpated the most in each of the fifty criteria. A split-halves correlation yielded a reliability coefficient of .75 when corrected by the Spearman-Brown Prophecy Formula.

Information on independent variables potentially related to participation levels was collected through questionnaires. Variable categories were collapsed, and relationships were determined by performing crosstabulations and examining the frequency distributions in the resulting cells.

All the findings are based on participation levels as perceived by peer group members at the model school and are relevant only to the population at that school. High participation is associated with (and low participation is not associated with) the following variables: a higher age category. a low number of years spent in primary school, a secondary school career beyond third form, previous professional training, a family where the father works in agriculture, coming from a non-Adan tribal family, a willingness to live in a village (rather than an urban setting), membership in a non-school club, stong religious convictions, a high sensitivity to the opinion of others regarding professional career choice, and a strong perceived level of personal contribution to the ETV project. The two major implications of these conclusions are that both adherence to certain traditional values and maturity appear to covary with high participatory behavior at the model school.

4. The Effects of Role Playing in an Instructional Simulation
Alfred S. Hartwell III
1972
Chr: Dr. David R. Evans

Instructional simulation has recently become a widely used instructional methodology in schools and training programs. There has been little research on the effects of the design decisions that one makes in developing an instructional simulation on the activities and learning of participants. The purpose of this study is to investigate the effects that the design of roles in an instructional simulation has on the activity of participants during the exercise. Three versions of a simulation of the process of developing a teacher evaluation system for a school district were designed. One version had role descriptors that included attitudes and personal experiences, a second version contained research findings relevant to the group's planning decisions, and a third version did not have roles, though information provided by the roles in the first two versions was given in reference materials. The experimental design largely eliminated the effects that the simulation director might have on the participants' activities.

The population included school administrators, school board members and teachers from public school systems. Thirty-four participants engaged in the three versions of the simulation, seventeen persons playing in each of two sessions. A sample of the groups' interaction was tape recorded and transcribed, and a content analysis based on a theory of group interaction (Sequential Analysis of Verbal Interaction) and an analysis of the groups' use of different simulation materials (roles, reference materials, guidelines for planning) was carried out. A series of statistical test on a series of hypotheses about the influence role descriptors had on group interaction was made. Major findings showed that information provided by the roles significantly affected the content of the group dialogue, that this information was used more often than other information provided by simulation materials, and that the roles significantly affected the content of the structure of the groups' interaction. The findings also provided guidelines for choosing effective simulation group leaders and assigning roles to participants.

5. Let Jorge Do It: An Approach to Rural Nonformal Education

James Hoxeng
1972
Chr: Dr. David R. Evans

In the Nonformal Education in Ecuador Project, we set out to create materials and processes which would operationalize some of the emerging tenets of nonformal education.

1. We developed learning materials usable by nonprofessionals. These materials concentrated on literacy, math, and consciousness-raising. Most of our effort went into development of games, which oblige participation and encourage dialogue.

2. We made agreements with six organizations to use the materials with our assistance. These included the Department of Adult Education, a coop federation, an Ecuadorean volunteer organization, a training orgaization, community groups, and a radio school program. About a dozen other groups made use of the materials on their own after an initial demonstration. We then monitored the use of materials and results obtained in the course of the year.

We have reached the following conclusions after the first year of the Ecuador Nonformal Education Project:

1. A felt need for literacy is a sufficient motivating force to bring a portion of the people in a campesino community together for daily meetings for a period of several months.
2. Campesinos without extensive training can conduct meetings of their peers, and are acceptable to them as "facilitators" who eschew traditional leadership behaviors.
3. Rural populations have little difficulty entering into dialogue and reflection on topics that arise from their literacy exercises.
4. The combination of literacy and dialogue facilitates movement of these groups toward development planning and to action on concrete projects.
5. Not only the facilitators but also other particpants in the classes can change their behavior vis-a-vis authority figures, becoming more efficacious in their dealings.
6. The above process is aided by games to reinforce learning, to conceptualize relationships, and to break down stereotypical images of the learning situation.
7. Facilitators can design and run training courses for campesinos from other communities, thus creating new cadres of facilitators.
8. The dialogue concept can be technologically extended to radio schools through the use of cassette tape recorders as a feedback device, allowing participants freedom to decide what they whish to do with the recorder. This seems to have some effect on self-image.
9. Organizations and individuals involved in development education are open to new ideas and techniques, and will pick up on them for use in their own programs without external incentives.

1. Basic educational needs in rural areas of the third world can be satisfied by non-professional educators using materials which promote participation and dialogue.

2. A combination of campesino federations, coops, radio schools, and other institutions can lead to the formation of a complementary national network of learning situations, each institution serving different populations at the basic education level, and building on basic learning with specific information and skills pertinent to the institution's goals and the campesinos' choice of activities in which they want to participate.

These conclusions and implications will be of interest primarily to an audience already involved in development education activities in the third world. Program administrators and ground-level practitioners should find it a compedium of useful ideas--some of them fresh, others simply new variations of existing approaches.

6. The Black College as a Contributor to the Intellectual Common Market: Readiness of Faculty and Students of the Black College for International Envolvement
Cynthia Norton Shepard
1972
Chr: Dr. David R. Evans

The primary concern of this research is for the world crisis in education, defined as the great disparity which exists between the hopes of individuals and the needs of society on one hand, and the capabilities of the educational systems on the other. The problem investigated by this study is the lack of involvement of America's black folk in seeking solutions to the world crisis in education.

Both the purpose and the need of this study are to assist the black institution in an objective judgment of its own performance in terms of the stated problem.

The a priori assumption of the study is that institutionalized racism is as world-wide and as critical in proportion as the crisis in education. The focus is, however, upon the black institution in particular and the black scholar in general, in an attempt to pinpoint attitudinal variables within the population which may be significant contributors to continued nonparticipation of Black Americans in America's foreign affairs.

One black institution was selected from 111 for the research setting, the selection criteria being at least 4500 student enrollment; institutional vitality evidenced by increasing student enrollment, accreditation status, size of current federal grants, number of Ph.D's; percentages of rural, foreign and white students, types of degrees, etc. With regard to enrollment, types of degrees **awarded**and age, Texas Southern University if atypical; in terms of clientele, mandate, structure and life style and geographical location, it is representative of most.

A random sample of 87 was drawn from among the 265 administrators and faculty through structured interviews; a selective sample of students was drawn from graduate students in education. The interview protocol took the form of an open-end questionnaire, responses to which were recorded by the investigator in the presence of the subjects. Interviews ranged from thirty minutes to one hour.

The student instrument also was open-ended, and was administered only once to 135 students in four classes meeting simultaneously. An average of thirty-five minutes was required to complete the instrument. The total data-gathering process covered a nine-month span, beginning with testing of the initial instrument in October 1970. The bulk of data was gathered from April to June, 1971.

Questions asked of the data were: What are the prevailing attitudes of faculty and students toward participation in the international field? What are the perceptions of faculty regarding the role and capabilities of college administration for international participation and how do these relate to faculty's aspiration for international involvement both for themselves and their students? Does a relationship exist between the knowledge and attitudinal factors of both groups and how do these factors relate to nonparticipation? How knowledgeable of international agencies and opportunities are faculty and students on a typical black college campus?

It was hypothesized that a significant interest in international involvement would be found within the sample population and that knowledge of foreign affairs would be limited, with little if any awareness of international agencies and their functions. The investigator expected to find a minimum of experiences among faculty especially among non-Western nations and that the majority of students would not have traveled outside the South. The factors of non-involvement as assumed by the researcher would be a preoccupation with traditional preparation and role counseling by faculty, a preoccupation of students with urban, racial problems in their immediate environment which precluded international participation, a disparity between the attitudes of faculty and students regarding international relationships and between faculty and administration.

Univariate distributions were attained for each questionnaire item separately by faculty and students. Cross tabs were established according to stated hypotheses and the chi square test was applied to each at the .05 level to determine whether relationships were significantly different from chance.

Data revealed 40.2 per cent of international experience among faculty, the greater percentage in Africa and Asia. Significant difference was found in positive and negative attitudes of faculty toward administration, in white and black attitudes and levels of knowledge among student sample and between faculty experience and geographic selection by students. All of these areas suggest the need for further research. In other relationships tested, the difference in frequencies approached significance at the .05 level, but was found to be too small to be significant for the sample size used. It can be assumed that for larger samples, significant differences would be found.

The researcher concludes from the data that reliable mechanisms must be established to investigate causation and to overcome the factors of suspicion and mistrust of administrative motives, the lack of knowledge and social consciousness among students, and to educate the private and federal benefactors of the black college to its particular needs with regard to institution building and development. Although the conclusions are generalizable only to Texas Southern University, it is assumed that were this study replicated in another black college setting, the same conditions would be found. The major conclusions of the research is that the black college, as a major contributor of black potential to be utilized in finding solution to the world crisis in education, is attitudinally ready for institutional participation in the international arena.

7. Competency-Based Leadership: A Conceptual Model and Case Study
Ronald E. Bell
1973
Chr: Dr. David R. Evans

This study focuses upon the evaluation of a conceptual model for competency-based leadership. It is based upon the experiences of the Sixth Cycle Teacher Corps project undertaken jointly by the University of Massachusetts and the Providence School Department, Providence, Rhode Island, with the assistance of Rhode Island College, also in Providence, Rhode Island.

The project provided a competency-based training program for sixty-eight interns and team leaders in the areas of individual and team teaching, competency-based education, affective education, community-based education, African Studies and curriculum development, as well as other areas of individual interest. It began in July, 1971 and ended in August, 1973. Corpsmembers worked in teams within eight middle schools in Providence, Rhode Island, principally teaching and developing new curricula in African Studies and cross-cultural education. Participants in the project included Black and White Americans with previous experience in Africa (principally through the Peace Corps), Black Americans with no prior African experience but very much concerned with the role of African Studies in American schools, and Black Africans, principally from non-independent areas of the African continent.

The study begins by describing the reasons for and limitations of the study, reviewing the state of the art with regard to competency-based approaches to education, and by summarizing the primary antecedent conditions among the project's institutional partnership which affected program planning. This section is followed by an analysis of the management assumptions and strategies selected by the planners in the proposal submitted for the project. The second major section of this study reviews the principal research literature about management theory and leadership models, and discusses their implications for educational leadership.

The third section of the study analyzes the strategies utilized by the project for building institutional partnerships and negotiating institutional conflict, and presents a typology of institutional conflict. Particular attention is paid to the emergent roles of competence and consensus as prime dimensions of project leadership, and the project's problems in the areas of goal-setting, assessment and evaluation.

The final section of the study sets forth a conceptual model for competency-based leadership. Included are a hierarchy of leadership environments, the roles and definitions of competence and consensus, the essential dimensions of a competency-based leadership model, and a discussion of the implications for educational managers in implementing such a model.

By sharing a conceptual model and case study, the author hopes to offer educational managers a unique alternative to traditional management systems, particularly educational managers interested in pursuing competency-based learning systems and/or adaptive modes of education.

8. "Education for Global Survival:" An Examination of a Curriculum Concept
Stephen Eves Guild
1973
Chr: Dr. David M. Schimmel

There are several basic themes to this work: that the world is a globe and that there is a systematic operation of its parts; that physical survival, as well as psychological survival and the quality of life, are major issues today and of the future; and that people can change and that education is an important part of that change.

Generations have learned to view the world in a particular way: one in which the various parts -- land forms, nations, individual tribes and social groupings, animal life, etc. -- generally are seen as separate entities, with little relationship to each other. Another way of viewing the world, however, is through the "Spaceship Earth" image.

Many have spoken of a "world society, " of a "global society," both of which have emotional and political connotations. A less controversial term is "global system." At present most individuals do not view the world as interrelated parts which are necessary for the operation of the system. A curriculum which prepares individuals for today and tomorrow should present the world in terms of a global system.

There are some basic ecological principles which are useful for understanding environmental relationships, and as an extension, the global survival curriculum. These are "Everything is Connected to Everything Else," "Everything Must Go Somewhere," and "There is No Such Thing as a Free Lunch."

Some specific concepts, which are important in designing a curriculum, emerge from these ecological principles, from The "Spaceship Earth" image, and the idea of the world as a global system. These include interrelatedness, variety and similarity, finiteness, continuity and change, competition and cooperation, systems and patterns, and others.

A curriculum cannot be based only upon concepts. It must have related content. Five major issues, which are common throughout much of the current related writing and which promise to be issues of the future, form the areas of content of the curriculum: (1) war, peace and world order; (2) population; (3) resources and their distribution; (4) environmental deterioration and economic development; (5) cross-cultural communication and conflict.

The content of a curriculum and the process of teaching and learning are related. A global survival curriculum should give as much attention to the process of learning as to the knowledge or facts that are being learned. A crucial element in such a curriculum is the way values and attitudes are dealt with. Any action resulting from an acceptance or rejection of the concepts and content of the global survival curriculum is an expression of certain values and attitudes. Students should be aware of what these values are and how they can make these choices.

There is a background of "international" education and ecological and environmental education in American schools. In addition, there have been a number of curriculum materials produced by public and private concerns which are valuable sources for both comparison with and use in a global survival curriculum. And finally, there are some original specific curriculum materials, including case studies, simulations, and critical incidents which can be used for in-service teacher training and regular classroom teaching.

Summary. There are five major foci to the work: (1) the rationale for the combination of "international" and environmental education concepts in a single curriculum (2) the definition and review of the content of a global survival curriculum (3) the attention given to the process, values and attitudes in the proposed curriculum (4) a survey of current "international" and ecological and environmental curriculum materials (5) specific examples of teaching materials for a global survival curriculum.

9. Societal Relevance: An Issue in Rural Primary Education
John D. Hatch
1973
Chr: Dr. David R. Evans

The reason for the lack of societal relevance in rural primary education in newly independent countries is developed in the first part of the dissertation. The second part explores what one country, Tanzania, is doing to combat this lack, and examines issues that must be resolved if the lack is to be overcome. The problem of the lack of societal relevance has its roots in the conflict between the formal educational systems inherited from colonial governments and the needs of the newly independent countries.

The desire for access to education is particularly strong in the developing nations. This is strong because schooling has historically lead to salaried employment and concommitant escape from a peasant's life and increased prestige and wealth. The demand for an increased availability of schooling was one of the first met upon the attainment of independence by a country. Lower level government sponsored jobs were rapidly filled, and primary education alone no longer assured the desired employment. The expectations of the schooled youth and their parents, coupled with the schooling process often succeeded in the alienation of the youth from traditional cultural values and practices. The youth did not desire to return to the life of a peasant. Thus conflict that suggests that a basic examination is needed of the primary school process--what is taught and how it is taught.

An examination of the educational process should be made both in light of the needs of the government for an educated and productive populos and in light of the needs of the individuals, and the communitites which may be providing the education for the students. Education which has societal relevance is education which maximizes the opportunities for achieving those defined goals and needs and which minimalizes non-goal directed processes.

National educational programs and attempts by individuals to develop educational processes which are more societally relevant than prior or existing programs are explored through short case studies. China, Peru, and Israeli kibbutz system are the national cases examined. Selected schools and educational programs in Anglophone Africa are looked at for the goals and means by which the programs attempt to provide societally relevant education. These brief case studies are followed by an in-depth presentation of Tanzania's educational history and present philosophy of Ujamaa Socialism. The presentation examines what Tanzania faces in the government's struggle to provide an educational system which is more societally relevant.

The problem which one Tanzanian Ujamaa village might have with the development of a societally relevant educational program for a primary school are examined through a format of a play. The characters of the play are prototypical villagers who hold meetings as the village's School Committee. The concerns expressed and the programs developed in the dramatization are discussed subsequently. During that subsequent discussion, special attention is paid to the issues involved in planning and introducing alternative educational programs, and how those issues might be approached by educational planners.

Three models for a rural primary school's educational program in Tanzania are then delineated. These models reflect different points along a spectrum of societal relevance. The determining factor for the differences between the models is the degree to which the villagers have been successfully socialized to the new national norms and goals, and away from the colonial model of education. The final chapter examines both the differences in the extent of socialization amongst the models, and how those differences effect the design of the educational programs. The role that socialization to new national norms plays in the case studies in likewise briefly examined.

The author's conclusions are that a societally relevant educational program must be tied to national norms and goals. A socialization program is necessary if knowledge about the national norms and goals are to be disseminated and rapidly accepted. The more successful that socialization process is, The more likely a societally relevant primary educational process will be adopted in rural areas.

10. Provision for Adult Literacy Instruction in England
R. Michael Haviland
1973
Chr: Dr. George E. Urch

The specific objectives of the Provision for Adult Literacy in England study are:

First, to establish a comprehensive list of the publicly and privately adminstered adult literacy programmes in England;

Second, to collect data about the adult literacy programmes and to anlyze that data with a view toward indicating the major directions of the programmes as regards their administration, teaching methods and materials, tutor training and financing.

These objectives are achieved through three activities; a library search of the published documents which treat the subject of adult literacy; the compiling of a comprehensive list of the adult literacy instruction programmes in England; and the collection and analysis of basic data about the adult literacy instruction programmes on the basis of information obtained via questionnaires sent to each of the literacy programmes.

The background information indicates that there exists in England a substantial number of people, perhaps as many as two million, who can be classified as either "illiterate", that is, having a reading age of seven years or less, or "semi-literate", that is, having a reading age of between seven and nine years of age. It further reveals that since 1960 the reading levels of school children aged eleven and fifteen, which improved from 1948 to 1960, are no longer improving and that the number of fifteen year olds in England's supported schools who are classified as "illiterate" and "semi-literate" is growing.

There are privately and publicly administered adult literacy instruction programmes in England which seek to assist adults who have reading difficulties. Since no comprehensive list of these programmes existed, a list of the individual programmes was compiled as part of this study. In all a list of 384 programmes thought to provide adult literacy instruction was compiled.

A questionnaire designed to obtain basic information regarding the administration, teaching methods and materials, tutor training and financing of the programmes was distributed to each of the listed programmes. There were 239 questionnaires completed and returned. From these questionnaires a directory of the programmes was compiled and an anlysis of the information contained in the questionnaires was completed.

Some of the important findings of the study are as follows:

1. The number of adult literacy instruction programmes has grown from less than ten in 1950 to more than 230 in 1973. Growth has been particularly rapid since 1967;
2. During 1972 at least 5,170 adults received literacy instruction.
3. There are approximately 1,900 tutors teaching adults. Of these half are teaching adults on the one to one ratio, and approximately one half are working as volunteers;
4. The largest number of programmes in the study provide two hours of instruction weekly. Few programmes provide more than six hours per week;
5. Classes for adult illiterates tend to be small, (5-10 students). The importance of individualized instruction is widely recognized and fifty programmes utilize it exclusively;
6. The tutors tend to depend on home produced materials for instruction but do use various books and reading schemes such as the SRA International Reading Laboratory and the Sound Sense Series. Tape recorders are the most commonly used audio-visual equipment;

7. The training of tutors specifically for adult literacy work is not common. Where it exists it usually consists of a few evening discussions about teaching problems;
8. The vast majority of the programmes are receiving the financial support of their local education authority or from the Home Office.

There is an increasing awareness of the adult illiteracy problem at various levels in England but that the present provision is inadequate to deal effectively with the magnitude and complexity of the problem.

11. School Beyond the Village: A Study of Education and Society in Northeastern Thailand
Henry Cobb Holmes
1973
Chr: Dr. Emma M. Cappelluzzo

This is a study of the meaning of rural schooling to northeastern Thai villagers, as well as an exploration of the school's function in reducing the economic imbalances between the Northeast and the rest of Thailand. Intended as a contribution to a broader study of Thai primary education conducted by the National Education Commission, and assisted by the Ford Foundation, the study involved eighteen months of village field work in Thailand.

The background of the study was the Thai government's important program to extend primary schooling from four years to a minimum of seven for all children, based partly on principles of the Karachi Conference of 1959. At a time when the government scheme is now expanding rapidly in Northeast Thailand (a traditionally poor area), the study examines the attitudes among parents toward education in general, and in particular to the more advanced primary schooling being offered. The study findings were intended to illuminate (1) parents' aspirations toward an important educational program; (2) ways in which Thai rural talent is selected in (and out of) the potential mainstream of society at this stage, and why; and (3) the potential social effects from those who do take up this further schooling.

Principle hypotheses are that parents are basically satisfied with what their local school is doing for their children; but once they have aspirations for education above grade 4, they face certain Thai social-economic realities whereby they will want more than just the prathom-7 certificate; only a M.S. 3 (10th grade) certificate -- or higher -- will do.

Study metnods were particpant-observation plus some formal questionnaires. One questionnaire asked villagers to compare several types of Thai schooling on the basis of seven crucial Thai educational values: prestige, knowledge, disciplined behavior, improved farm skill, increased income, literacy, and religious merit. A second questionnaire compared children's academic rankings, socio-economic characteristics, and attitudes between a random sample of 30 familes which had sent children to prathom (grade) 5, and 67 which had not done so. Socio-economic "profiles" were thus derived for both groups. Correlations were made among the characteristics, plus a multiple regression analysis.

Findings ere as follows: Socio-economic factors (i.e., phenomena beyond a child's control) play a large part in the selection for further schooling, especially fathers' education, occupation and whether a male sibling has already had advanced schooling. But academic performance, as currently measured, was found to be more highly correlated to continuation than any of the environmental factors. Boys stood a better chance than girls for continuation.

Villagers appraised the prathom 7 certificate as having little prestige per se, and of no value in finding a job. Every parent who had sent his child beyond prathom-4 intended to support that schooling up to at least M.S. 3. No villager saw upper primary school as preparation for farming as a career.

The prospect of numerous prathom-7 leavers unable to find satisfactory jobs until a much higher level, is not a promising one in a regional area where the economy and employment are growing more slowly than education. The society has also perpetuated educational values oriented toward civil service, which do not square with social and economic realities of modern Thailand.

12. Through Middle Eastern Eyes: The Development of Curriculum Materials on the Middle East
Robert P. Pearson

Chr: Dr. George E. Urch

This dissertation documents the process of building curriculum materials on the Middle East by organizing and editing passages from a wide variety of Middle Eastern literature. The primary source material was evaluated and selected with both content and reading level in mind. The materials are presented with the intention of letting Middle Easterners discuss their own culture in their own words.

The first chapter of the dissertation outlines the present state of Non-Western studies curriculum development at the secondary school level. Criteria is established for the purposes of distinguishing the degree of ethnocentricity in textbooks, and principles are developed for the selection of primary source materials written by Middle Easterners. The emphasis of the dissertation is on the development for the selection of primary source materials written by Middle Easterners. The Emphasis of the dissertation is on the development of two units based on the criteria developed.

In Chapter II a look is taken at the state of curriculum development on the Middle East. Curriculum materials from all the major publishing companies are examined and analyzed. The deficiencies of the various approaches are noted.

Chapter III is the first of two units on the Middle East developed according to the criteria outlined in the first two chapters. This unit focuses on the traditional family in the Middle East and the process by which children are socialized. An introduction precedes the unit, and short editor's introductions precede each reading selection. The selections are taken from Middle Eastern novels, short stories, anthropological studies and autobiographies. The materials represent various social science concepts such as the transmission of culture and the modernization of women. Each selection is carefully edited in terms of content and reading level.

Chapter IV is a second unit on the Middle East covering the process of modernization. This unit reviews some of the traditional beliefs outlined in the first unit and introduces others. The way in which these beliefs are changing and the difficulties of experiencing rapid cultural change are explored. As in the first unit, introductions precede the reading selections.

The last chapter of the dissertation recounts the initial testing of the materials in a Connecticut high school and summarizes the results of the student and teacher questionnaires. Recommendations for future use of the materials are made.

The basic response of both the students and teachers to the material was positive. The personalized nature of primary source material was valued. The reading level of the material appeared to be about right.

It is recommended that the curriculum material continue to be revised and evaluated. The development of a teacher's guide is necessary. The continued use of primary source material through which Middle Easterners can speak for themselves is recommended.

13. Education Through Manual Labor: A Comparative Study of Selected Self-Help Schools in the United States and Africa
Gordon L. Schimmel
1973
Chr: Dr. David M. Schimmel

This study of five manual labor programs in the United States and Africa focuses on institutions which make student handwork an official part of the educational program. Such programs have been developed to provide new educational alternatives to reduce raising costs, to equip students with basic skills and to minimize personal alienation.

The study has three purposes:

1) To establish a record of the accomplishments and failures of selected selp-help, manual labor institutions in industrialized and non-industrialized settings.
2) To examine these programs' educational objectives, the nature of their skill training and character development which result from them.
3) To determine ways in which such programs enable students and institutions to reduce educational costs.

The study begins with an historical examination of early programs, from the early days of Pestalozzi, Froebel and Von Fellenburg, through the Manual Labor Movement in the United States during the 1830s, to the creation of Oberlin and Berea Colleges. Two of John Dewey and Evelyn Dewey's examples of 20th-centruy manual labor schools are discussed, as are two rural community schools which were constructed in the American South.

Following this historical development of the European and American antecédents of manual labor institutions, three American and two African cases are discussed and Analyzed. The Putney School, Berea College and Warren Wilson College are presented, followed by a description and analysis of the village polytechnic program in Kenya and the brigade program in Botswana. Differences in educational objectives, special characteristics of the institution, work program elements, types of supervision, methods of student remuneration, institutional "maturity" and economic setting are some of the dimensions which distinguish the programs in America from those in Africa.

Several tentative conclusions are discussed in the final chapter.

- While the American programs stress the characterbuilding aspects of manual labor, the African projects emphasize skill training and self-employment.
- The more a self-help program attempts to cover costs through student labor, the greater the need for productivity and on-the-job learning.
- Vigorous physical labor seems to be the norm for schools struggling for survival, but as the institution "matures," projects become less physical and more administrative or service-oriented.

-- Simple construction projects are most appropriate due to lower costs, easier construction techniques and less time required for completion.
-- Little information is available to indicate that any of the programs have achieved complete cost-covering and self-support through student labor.
-- In both Africa and the United States, student motivation is likely to be higher if students choose a manual labor school rather than attending through financial necessity.

The study concludes with a preliminary checklist of questions to be considered by educators who might be interested in beginning a manual labor program. These questions (which concern issues of skill training, instructional format, student and staff orientation and support, evaluation and systems of remuneration) are offered as a step toward the creation of a handbook--an inventory of options which could be adapted to numerous local needs.

14. Education and Development in Iraq, with Emphasis on Higher Education
Falih A. Al-Shaikhly
1974
Chr: Dr. David R. Evans

Iraq is fortunate in comparison to many other developing countries. It has vast natural resources and capital formation which can be utilized to educate the public to aid the development of the national economy.

The objectives of the dissertation are:

1. To explore the potential need for the integration of education and national development.
2. To study the development of the Iraq higher educational system since the early 1950's in the following context:
    a. Development of the demand for college graduates.
    b. Analysis of college curricula and determination of the educational system's ability to provide graduates with appropriate skills to meet the needs for development in Iraq.
    c. Proposing alternative curricula for higher education in Iraq.
    d. A study of existing financing of educational needs.

The dissertation is divided into nine chapters which are directly related to the achievement of the above two major objectives. The first chapter is an introduction to the study and includes basic information about Iraq. The second and third chapters provide the relevant economic issues required for a general background for the study. Chapter II includes an analysis of the concept of human capital. Chapter III outlines in detail the major approaches to economic development. The first objective of the dissertation which is to emphasize the importance of the integration of education and national development in Iraqi government since 1950. Chapter V is essentially a continuation of Chapter IV and singles out the issues and problems of education and its importance as a leading sector in the development of Iraq.

The remaining four chapters are designed to achieve the second major objective of the study. Chapter VI provides background materials on education acquired prior to the elementary education. Chapter VII concentrates on the system of primary and secondary schooling prior to university education. Chapter VIII presents a conceptual analysis of the present organizational structure of higher education and its limitations. This includes college curricula, proposed alternative curricula, and financing educational needs. Finally, Chapter IX contains conclusions and recommendations.

The dissertation also includes a discussion of regression analysis, cost-benefit analysis, linear-programming techniques and graphical analysis as alternative approaches to the integration of educational planning and economic development.

15. A Preliminary Evaluation of a Teacher Education Program: Application of an Evaluation Methodology to the Cencept of Teacher as Intellectual Presence
Joseph Blackman
1974
Chr: Dr. David R. Evans

This study is an evaluation of the Graduate Internship Program, a teacher preparation program at the University of California at Santa Cruz in the 1972-73 academic year.

The study describes the need and rationale for "intellectual presence" in teachers. The concept was developed by Dr. Arthur Pearl, Chairman of the program being evaluated, as an analysis of societal problems, alternative solutions, and the need for education to prepare students to be able to make such analyses and pose solutions. The concept attempts to link the ends of society to the ends of education, and to analyze the extent of congruency between educational means and societal ends. The concept of "intellectual presence" became a major goal for the program in 1972-73, and this study was made during its first year of implementation. "Intellectual presence" is described in the first chapter, which attempts to focus on the curricular implications and implications of the concept.

The specific purpose of the study is to determine whether the Fortune-Hutchinson evaluation methodology can be applied to the goals of a specific teacher preparation program. That methodology has as its goal the provision of data for decision-making. Linkage of means and ends is one of the most difficult problems educators face. The evaluation methodology being applied utilizes the operationalized goal statements of identified program decision-makers as the basis for generating data for decision-making. (Operationalized goal statements are general goals cast in terms of measurable behaviors.)

In the chapter entitled, "Description of the Study," the means used to evaluate accomplishment of programs goals are described and limitations noted. The design of the study is limited by three central factors: first, the goals to be evaluated were new to the program. Second, the evaluation methodology itself was new. In contrast to the traditional research approach, the methodology does not necessarily posit cause-and-effect or correlational relationships. Rather, decision-makers in a program to be evaluated state goals in their own terms and then proceed to state the data which they would themselves find useful for making decisions. Third, while the evaluation methodology is designed to reach to criterion-referenced testing rather than standardized norms, the first round of operationalizations reaches possible criteria but does not quantify outcomes.

Outcomes were measured in terms of oral self-reports made by children being taught by intern teachers in the UCSC program. A random sample of children in grades Kindergarten through grade 6 in classrooms taught by program participants was interviewed orally by the evaluator, using questions developed by participants.

Results are given in the chapter so titled, and these are followed by conclusions and recommendations. In the concluding chapter, the author attempts to extrapolate and speculate beyond the data in terms of the program goals being analyzed.

16. Characteristics of Nonformal Educators: A Delphi Study of the University of Massachusetts-Ecuador Project's Facilitator Idea
Arlen Wayne Etling
1974
Chr: Dr. David R. Evans

The purpose of this study was to determine the characteristics of effective facilitators of nonformal education (NFE) in Ecuador in order to (a) more completely understand the nature of NFE: (b) evaluate the success of the Project; and (c) develop guidelines for training facilitators in other countries. Thirteen experts (six Ecuadorian and seven North American staff members of the Project) brainstormed a list of skills, knowledge areas, and attitudes, of effective facilitators of NFE in community-based learning groups. The responses combined with items found in a review of literature of NFE, the Ecuador Project, community development, and teacher effectiveness, became the Preliminary List of Facilitator Characteristics. This list, consolidated into sixty general characteristics, was divided into (a) criteria for selecting facilitator trainees and (b) characteristics of facilitators after training. The sixty items became a second questionaire. Each expert rated the appropriateness and importance of each item. The results of this second questionaire were resubmitted to the experts to reconsider and rate a second time. At least one-half of the experts agreed to the degree of importance of all except one item. Weighting the expert's responses resulted in a rank order of the relative importance of each item.

Two comparison groups with similar experience but little or no knowledge of the Ecuador Project also rated each item. The comparison groups confirmed the ratings of importance given by the experts. Variations between groups which occured in the rank order of items are apparently a result of experience with the Ecuador Project.

A process was also used to demonstrate how the general skills, knowledge areas, and attitudes, can be stated as observable behaviors for particular settings. Through this process, the operationalization of a goal or intent, the results of the study can be adapted to diverse settings and facilitator training programs can be elaborated for particular geographic and cultural situations.

The study also confirmed the utility of the Delphi technique in clarifying a group opinion. By providing feedback on the response to a previous questionnaire and by asking the respondents to reevaluate their individual opinions, a group concensus develops which research has shown to be more useful than an individual opinion, a single questionnaire, or a group discussion.

17. Black Studies: A Challenge to the American Educational System

Jeanette G. Davis Harris
1974
Chr: Dr. George E. Urch

Black studies has become an academic offering within the American schools. In the 1960's, a decade beset with racial turmoil, the black experience literally forced itself into the American way of life.

Having been denied a role in the socialization process which would have enabled them to enter the mainstream of American life, blacks were relegated to a subordinate position in the society and became continual victims of racism. The American educational system has been deeply implicated in the perpetuation of racism. Therefore, black challenge has been concentrated on bringing about change in the educating process in order to render education more relevant to black Americans.

In the past America's faith in its educational system as a solver of all problems has been profound. However, educators began to realize that the American educational system was not meeting the demands put upon it. Education had not only ignored the solving of social problems, it had helped to perpetuate them. One dominant social trend--racism--had a detrimental effect on black youngsters. The continuation of discriminatory policies not only deprived the black child of equal educational opportunity, but also caused many black youngsters to develop a negative concept of self.

In the late 1960's, as black students demanded change in America's academic institutions, the idea of black studies became a reality. Could black studies act as a change agent to help eradicate racism? The aim of this study was to examine and to evaluate the effectiveness of the black studies program at Classical High School in Springfield, Massachusetts, as it evolved and developed from September 1969 through June 1973. The study, primarily based within a classroom setting, proposed a strategy which would describe and compare factors involved in the development of the program. The factors--goals, students, curricular design, social climate, and to an extent, school personnel--and varying influences on the envolving program. The black studies program moved through four phases. The curricular development of Phase 1 was based primarily on an original proposal and outlined submitted by the students who had requested the program in April 1969. Phase 2 was characterized by the classroom-application of an abbreviated thematic guide reflecting the black American's uplifting from Africa and subsequent movement through the American experiences of Colonization, Exploitation, Reconstruction, and Revolution. In Phase 3, a structural foundation was assured with the introduction of a formal guide for use in the black studies classes. The major point of concern presented at Phase 4 was the need for separate courses dealing with the black experience as well as courses integrated with the black experience.

The study concluded with an evaluation of Classical's black studies program. Major issues dealt with concerned black and white student disinterest and other teacher disinterest. Attempts were made not only to understand the basis of each problem encountered, but also to suggest a possible solution to the particular situation. Furthermore, conclusions were made with regard to the value and the direction of black studies at Classical. The program was seen to be of nominal effectiveness in the Springfield setting. The extent to which black studies--applied as a change agent to help eradicate racism--could penetrate the educating process would be limited until more classroom educators were better prepared to deal with the black experience.

The mid 1970's demands that developers of black studies programs place emphasis on bettering human relations. Therefore, black and white educators need to be involved in the educating process dealing with the black experience. The design of a black studies program to meet the needs of the mid 1970's is viewed as one that will carry a student beyond the single classroom, and under the guise of experiential education, circulate the student through the school, into the surrounding community, and back into the classroom. The underlying process is one which can involve the student in a degree of individual freedom, the policy of decision making, and the opportunity to know and understand one's fellow man.

18. Kenyan Higher Education Institutions and Their Social Responsibility
Beverly Joyce Lindsay
1974
Chr: Dr. George E. Urch

The primary purpose of this research is to examine the crucial role that higher education institutions can play in Kenyan social development. The basic hypothesis is that in order for higher education to contribute to social development, continuity must exist among the philosophies, policies and practices of the national government and the academic community. With such continuity the educational system will contribute to societal progress in an optimal manner.

This study attempts to test this hypothesis by collecting and analyzing data which may answer five subquestions. They are: to determine the various philosophical ideals concerning a Kenyan higher educational philosophy; to view policy statements concerning the implementation of the philosophical ideals; to observe examples of actual higher education practices at specific institutions; to examine the opinions of higher education persons regarding philosophies, policies and programs which affect the academic community; and to discuss and analyze the roles that higher education plays in relation to the larger society.

The research mehtodology for this dissertation consists of two major sections. The first is a view of analysis of the literature from 1963, the year of Kenya's independence, until the spring 1974. The second section of the research includes interviews with administrators, faculty members and students from the University of Nairobi, Kenyatta University College and Kenya Science Teachers College. Determining how various government and higher education philosophies, policies and practices are perceived by persons involved on a daily basis with the academic community is the major purpose of the interviews.

That the government and higher education have discrepant views and interpretations of various philosophical ideals, policies and programs is the major finding of this research study. While it would be difficult to elucidate all reasons for the apparent discrepancies, some initial suggestions are presented. These suggestions include: lack of clarity of explicitness regarding the philosophical ideals; general philosophies, policies and programs that relate to several major institutions; failure to take complete cognizance of certain factors during initial years ofindependent higher education; higher education persons' tendency to relate various ideals to observable policies and programs just within the academic community; and divergent views within the higher education community.

Some succinct recommendations are put forth in the hope that they will help lessen the disparities in outlook between the government and higher education. The recommendations center around the need for explicit clarification of philosophical ideals; the need for awareness of contemporary and historical ideals; the need for awareness of contemporary and historical social factors; the need for dissemination of information; the need for cooperative endeavors; and and the need for a new social-political orientation. It is sincerely hoped that these suggested recommendations will help shed some additional light on the complex issue of social development for a new nation.

19. Kenya and North America: Educational Comparisons of Their Black Populations
Ruth S. Njiiri
1974
Chr: Dr. George E. Urch

Formal education has been a key factor in the evolution of black people in Kenya and North America. Colonialism in Kenya and slavery in America played significant roles in the development of education for the black populace in these two countries. The depressive systems engendered attitudinal behaviors which were of a long-term duration, and have contributed to educational dilemmas existing today in Kenya and America.

People of the Kikuyu tribe in Kenya have paid special homage to formal learning by viewing it as a panacea to their past and present problems. Despite the fact that they were especially victimized by British colonial administrators and white settlers, Kikuyus pursued formal education with a passion and dedication which surpassed all expectations of missionaries and the colonial government, who maintained control over the educational system.

Political independence was granted to Kenya in 1963. The new African government was headed by Jomo Kenyatta, a Kikuyu, and an innovator in African education during the colonial regime. Under this leadership, education has been prioritized in government spending. Community efforts, through self-help, have complemented government resources in order to meet the expanding demands for more and better educational facilities.

Tribes previously apathetic to the formal learning system under the colonial administration are now responding with increasing fervor to encouragement from the country's leadership to send their children to school. Formal education has gained status in these communities, and has raised hopes for a higher standard of living.

However, the nation's limited economy and industrialization portend to frustrate these aspirations. Such has been the case for vast numbers of school-leavers. Nonetheless, the surge towards academic proficiency continues to mount.

In the southern states of America, there were striking similarities in the educational development of blacks to that of the Kikuyus. Forced into a cohesive unit under the brunt of discrimination, southern black people heeded the doctrine of their leaders that they should grasp every available educational opportunity. They thus defied attempts by whites to deprive them of what blacks saw as their one hope of alleviating the burdens of subjugation.

Black people living in the northern states were more similar to tribes in Kenya who were less enthusiastic about formal education. Survival within a white-controlled society, which practiced overt and covert discrimination, was considered by northern blacks to be most likely if educational achievement did not manifest itself as a group goal. Therefore, no northern black leadership emerged which gave strong sponsorship to formal education.

Thus, group cohesion and leadership have been fundamental to attitudes adopted by Black Kenyans and Black Americans in their assessment of the value of formal education and the benefits it would offer.

20. The Shanti Evaluation: A Study of the Fortune/Hutchinson Evaluation Methodology in a Public Alternative School

David Jules Rosen
1974
Chr: Dr. Thomas E. Hutchinson

The evaluation of Shanti, a public alternative high school in Hartford, Connecticut, was carried out from September, 1973 to May, 1974, using a new evaluation methodology developed by Hutchinson, Fortune, et. al. at the University of Massachusetts. The evaluation provided an opportunity to study the evaluation methodology in an alternative school setting.

The problem for this research was fourfold: 1) to investigate the success of parts of the evaluation methodology by field-testing them, 2) to investigate the success of a part of Metamethodology (a methodology for developing and researching methodologies) by field-testing it, 3) to do methodological development work on some parts which were field-tested, and 4) to investigate the feasibility of using this evaluation methodology to evaluate public, alternative schools.

In the first four chapters of this dissertation it is argued that the social sciences need systematic procedures to solve social problems, and that this is particularly true in education. Models, it is suggested, may be inherently inadequate for solving these problems, and "methodologies" may offer a better strategy for social problem-solving. The need is presented for appropriate evaluation of alternative schools, and the setting for this particular evaluation is described. The new evaluation methodology and Metamethodology are introduced, and major parts of the evaluation methodology are described.

Two kinds of methodological research: decision-oriented (applied research) and conclusion-oriented (basic research) are defined, and the decision-orented research problem of this study is posed. The potential for adding to knowledge, not only about the particular evaluation methodology, but also about Metamethodology is discussed. The problem is put in a context of continuing research on the evaluation methodology, and results from previous studies and recommendations for further research from earlier disserations are presented. General procedures for doing this research are described, and Shanti is considered further as a site for methodological research.

The results of field-tests of several parts of the evaluation methodolgy: "The Negotiation of the Contract Phase," the "Contract Decision-Maker Reparting Process," the "Allocation of Resources Section," and "The Goals/Parts Integration Process" are reported in detail and summarized in Chapters five through eight. Also, recommendations are made for further research and development. In the case of some of these part, where pre-testing of Metamethodology was also undertaken to enable the design of better field-test procedures, and the results are reported in these chapters.

Chapter nine contains the results of the evaluation, and data are reported here on the feasibility of the evaluation methodology and its success in accomplishing its purpose--to provide data for decision-making. In the final chapter, the results of the research are summarized in terms of the problem for research, and recommendations are made for further research and development of the evaluation methodology, as well as for its proper use in evaluating alternative schools.

While individual part of the methodology were found to have accomplished their purposes quite well, and while the judgements fo the evaluator, decision-makers, and the Contract Decision-Maker were that it was feasible to use this methodology to evaluate alternative schools, it was also clear that in this application the methodology did not accomplish its purpose to the satisfaction of anyone concerned, and that this was due to an impractical apportionment of evaluation resources to the earlier part of the methodology, and to the great amount of time needed by decision-makers to define their goals in operational terms.

21. Home-Based Education - A Radio Quiz Strategy for Non-Formal Education
James M. Theroux
1974
Chr: Dr. Dwight W. Allen

During the past eight years, home-based education has gained international attention, largely due to several major curriculum development projects in this country. Two assumptions underlie systematic attempts to train parents to be more effective educators of their children: first, that the early years are critical to a child's later cognitive functioning; second, that parental influence to a large extent determines the child's development, especially during the pre-school years. To substantiate the first assumption, work of Piaget, Freud and Hull are considered. Empirical evidence from both human and animal studies corroborates their theoretical formulations.

A wide range of studies support the second assumption--that parents play a critical role in the development of children. Studies which either compare monozygotic twins or institutional and non-institutional children indicate the maginitude of parental impact. Other investigations show that (1) optimal "parenting" patterns can be identified through research, and (2) aspects of these optimum patterns are found among parents of all socio-economic strata.

The special relevance that these facts may have for developing countries are presented in the context of three common problems: illiteracy, wastage and lack of education among women. A case is made based on theory and research for establishing a home-based alternative for children younger than nine years old.

The nature of such an alternative could be based on the extensive experience of home-based programs both here and abroad. The range of possibilities are outlined in terms of objectives, delivery systems, curricula and training methods.

Finally, the radio quiz show, a new and inexpensive way of delivering useful information to parents, is tested. The program designed and produced by the author was compared to a taped lecture which communicated the same information. One hundred twenty (120) university students were randomly assigned to sub-groups--one which listened to the quiz show, a second which listended to the taped lecture, and a third which took a test on the content of the two presentations but which received no instruction. Comparisons of the three groups revealed that the quiz show subjects were superior on the paper-and-pencil test, scoring 90%. The lecture group scored 80% and the control group 57%. These differences are significant at the .001 level.

22. The Peace Transformation Process: Toward a Framework for
    Peace Education
    Susan L. Carpenter
    1975
    Chr: Dr. David R. Evans

Elementary and secondary peace education is being promoted by national educational and professional organizations, regional and local organizations and by individuals within state and local school districts. Because it is a new field much confusion

exists about its basic goals and approaches. Expanding interest in peace education is not being matched by the development of guidelines for producing and organizing materials or developing programs.

This study examines the growth of interest in peace education, identifies approaches currently in use and suggests a framework which may be used to develop and organize curriculum materials and programs.

Assumptions that peace can and should be learned in the schools is supported by ethological, sociological, anthropological, psychological and educational research. Foundations for peace education are provided by a wealth of historical experiences in nonviolent social action, internationalism and pacifism extending as far back as recorded history. The field of peace research provides its most immediate roots.

Review of at least three-fourths of the available curriculum units on peace education for elementary and secondary schools reveals five major approaches to peace education--war and war prevention, conflict and conflict resolution, world order, development and social justice and nonviolent action. Discussion of each approach includes a list of basic assumptions, a statement of goals, possible content areas and general comments.

The peace transformation process introduces one possible guideline for developing and organizing peace education materials and programs. Peace is defined as a relationship between individuals, groups or nations which is characterized by collaboration for mutual benefit. The peace transformation process suggests seven basic components which will enhance the development of understanding and skills necessary to restructure less peaceful relationships into more peaceful ones. The seven components are description, analysis, imaging, education, confrontation, conflict resolution and development. In addition to these components the peace transformation process examines the context of a specific relationship or set of relationships and explicitly includes a systems perspective, a futures perspective and incorporates a consideration of all points of view. Classroom exercises accompany the discussion of each component.

Methodolgoies which are consistent with the content of peace education are briefly discussed. Supportive methodologies include research experiences, active learning exercises, application opportunities, informal learning opportunities, and personalized learning. Possible learning outcomes are mentioned. Directions for future efforts in peace education are offered.

23. The Social Bases of Educational Development in Africa: Social Structure, Policies and their Implications for Modernization
Kotsho L. Dube
1975
Chr: Dr. George E. Urch

The purpose of this study was to identify the sociopolitical properties of present African societies as a basis for analyzing various categoriesof African development problems. The study attempted to answer the following questions: What is the nature of African governmental structures? What is the relationship between governmental structures and societal structures in Africa? What approaches have dominated educational development in Africa? What educational and social factors can answer the problems of educating African society?

The study was divided into four complementary areas of emphasis. The first area categorized the problems in African development. African development was seen as involving political, economic, social and educational innovations. The innovations were analyzedwithin the concepts of modernization. Modernization was seen as a non-autonomous phenomenon that consists of a series of processes and changes that are induced by the imposition of Western institutions and values over traditional African social structures. The changes that are effected are supposed to lead to institutional and value behaviors that complement modernization.

The second area of emphasis examined African educational development during the early years of independence. Educational development policies were seen as primarily determined by the imperatives of manpower insufficienciesfor the overall development of the newly independent states. The policies were also motivated by the social desire to increase the number of literate Africans.

The problems in educational development in Africa were caused by lack of financial resources for the expansion of school systems. Other categories of problems were the result of planning inefficiencies and the competition of sectors for much needed development capital.

The third area of the study treated educational development in Zambia since that country's attainment of independence. Zambian educational policy was considered suited to examination of the whole area of development education because Zambia possessed two unique positions at independence. First, it lacked the necessary indigenous skills for the development of its rich copper industry without expatriates. Secondly, Zambia, unlike most African states, was fortunate to be in a favorable budgetary situation for an ambitious educational development effort.

Zambia's basic problems in educational policy were those related to redirecting educational policy toward attaining an indigenous man-power infra-structure. Consequently, the educational system had to be consciously designed for national development.

The fourth section of the study dealt with educational and social factors that were considered essential in designing national learning systems for African societies. Three categories of factors were outlined. There are the structures and values of the modern and traditional Afrcian society, and the levels of technology that can be associated with the types of learning systems.

This section is a proposition that subscribes to the existence of degrees of interdependence between traditional and modern value variables in the developing African society. The interdependence was seen as facilitating degrees of interface between the above mentioned learning systems and the levels of technology that are subsumed in the same learning systems.

The proposition does not subscribe to the idea of traditional African society as a change resistant type. It is suggested that patterns of exchange between modern values and traditional values can be promoted and that positive functional value interdependence can be generated for development. An educational design that is designed with this in mind can cater to the particular circumstances of the learning African sociey.

24. NFE-TV Towards a Model of Television Programming for Nonformal Education
Jonathan F. Gunter
1975
Chr: Dr. David R. Evans

This study develops guidelines for the use of television in nonformal education in developing areas of the world. Its recommendations are based upon analysis of three cases of television usage: in the formal educational system in El Salvador, in community development in village Alaska and in nonformal education for parenthood in Bogota, Colombia.

The study begins with a selective review of the literature on nonformal education. Three basic approaches to the selection of goals, objectives and methods for nonformal education are developed from the conflicting orientations of Philip Coombs, Ivan Illich, and Paulo Freire. Statements are drawn from the literature on the use of media in nonformal education. A list of dimensions are developed along which educational television varies. Analysis of the cases is made through application of the dimensions and in light of the three basic approaches to nonformal education.

The three cases have been chosen to represent a progression in time and in philosophical digression from the traditional concept of educational television. Increasingly versatile television production hardware is applied to objectives which are increasingly different from those of traditional formal educaton. The results of these trends are summarized in a list of tentative guidelines which are submitted for the consideration of designers of subsequent television projects for nonformal education.

25. Evolutionary Humanism: A Foundation for a Theory of Education
Khalil H.N. Khalil
1975
Chr: Dr. David R. Evans

Evolutionary humanism is a philosophical framework that describes the human phenomenon, its origin, developmental trends and finality. It is a synthesis of theories of evolution and humanistic philosophies. The scientific component of the synthesis is based on the biological theories of evolution as presented in the works of early evolutionists such as Darwin and Wallace. The philosophic component is based on the ideas of nineteenth century idealist philosophers such as Feuerbach, Marx, Nietzche and Comte. The contributions of Bergson and Comte are presented as a bridge between science and philosophy. Finally, the modern synthesis of evolutionary humanism is based on the contributions of such modern evolutionists as Teilhard de Chardin and Julian Huxley.

Evolutionary humanism views man as a product of evolution, consequently, all aspects connected with the psychic and psychosocial phenomena are also viewed as evolutionary products. Language, science, technology, religion, culture, institutions and modes of psycho-social organization are all evolutionary phenomena. Accordingly, the thrust of human evolution progresses on the psychic and psychosocial levels. Human progress aims at the actualization of human potential on the individual and collective level to achieve qualitative advances in life and to affect global survival. Since intelligence and knowledge are new dimensions in evolution, man should consciously conceive of his own finality, plan it, and actualize it. Education is viewed as a prime mechanism of psychosocial evolution because through education human potential is developed and cultures are transmitted and transformed. This perspective has, therefore, implications for many dimensions of education.

The evolutionary humanistic perspective helps define the field of international education and its philosophical foundation. The goals of global survival and qualitative advances in life require a large-scale educational effort. The formal and the non-formal processes of education can play a significant role in developing human and material resources and in raising consciousness about the essential global problems of population, resource management,ecology and world peace. Education can also enhance cross-cultural understanding and communication to affect world peace and survival through the universalization of man.

Evolutionary humanism has many implications for the formal processes of schooling. The school as an institution is viewed as an evolutionary phenomenon. A theoretical model of the school is then presented in order to analyze schools, their educational processes, and their determinants. The results of this analysis will enable educators to transform the school in order to achieve evolutionary humanistic goals. A general theory of education as ontogenic recapitulation of philogenic development is then presented to facilitate the conceptualization of education in an evolutionary perspective.

Science and science education are used to illustrate the theory of education as recapitulation. Guidelines for science education are defined by first exploring the role of science in cultural development and then by exploring the educational potential of science in the development of the individual. In a similar fashion, other curricular dimensions of education can be explored.

This study demonstrates the relevance of evolutionary humanism as a philosophical and sociological foundation of education. The theoretical model of education facilitates the organization of knowledge in the field and enables the educator to plan education in order to achieve educational goals that are compatible with the finalities of human evolution.

26. A Feasibility Study for Measuring the Intensity of Self-Disclosure between American and Japanese Populations
Yoshiya Kurato
1975
Chr: Dr. Ronald H. Fredrickson

The principal purpose of this study was to explore the feasibility of measuring the intensity of self-disclosure by employing Guttman's scalogramanalysis and Kendall's rank order correlation coefficient test, with an emphasis on the cross-cultural validation of such a measurement.

A total of 656 subjects consisting of high school students, college students, and adults in the United States and Japan served as the population for this study.

The instrument was a 24-item modified Jourard Self-Disclosure Questionnaire, consisting os six aspects of self: Attitudes and Opinions, Tastes and Interests, Work and Study, Money, Personality, and Body. Modification was done by the investigator. Reliability and validity on the insturment were tested prior to the study. The split-half reliability coefficents were, .91 with American college students (N=20) and .95 with Japanese adults (N=18) for the Japanese translated edition. A limited validity study was also conducted (N=8). The validity coefficient between the subjects' test scores on the questionnaire and the subjects' verbal behavior during a one-hour discussion session was .81.

The intensity of self-disclosure was examined through rank ordering the questionnaire items from the easiest item to the most difficult item for disclosure of self by Guttman's scalogram analysis. Guttman's scalogram analysis including two statistical tests (The coefficients of reproducibility and scalability) was done by the Biomedical Computer Program 05S (IBM7094) at the University of Massachusetts Computer Center.

The results revealed that the modified Jourard Self-Disclosure Questionnaire items were ranked according to scalability (all 16 coefficients of scalability attained the sufficient level). According to reproducibility, sex, nationality, and their relations to target-persons (the closest persons to whom the subjects were disclosing) were determinants as to whether the questionnaire items were ranked (5 out of 16 coefficients of reproducibility attained the sufficient level). However, considering the coefficient of scalability as being a more satisfactory indicator, it should be used in preference to the coefficient of reproducibility. Thus, it appeared feasible to conclude that overall, the study indicated a possibility of measuring the intensity of self-disclosure through Guttman's scalogram analysis. The content analysis indicated that there were items which were easily disclosed and items which were disclosed with difficulty to a specific target-persons, sex, and nationality.

Kendall's rank order correlation coefficient for sex comparison showed that both sexes had similarity in the intensity of self-disclosure to Mother and to the Opposite-sex friend. Both sexes differed to Father and to the Opposite-sex friend. Nationalitycomparison indicated that the intensity of self-disclosure to Mother and to friends of both sexes was cross-cultural. Age group comparison showed that the intensity of self-disclosure to Mother and to the Opposite-sex friend was similar across age groups.

Both American and Japanese college subjects, of both sexes, except American males, indicated that the "money" aspect was the topic the least or the next to the least talked about with friends. Also, the least similarity between American and Japanese subjects took place in college age to Mother.

Thus, Kendall's rank order correlation coefficient tests for both total subjects and single category subjects resulted in finding that the intensity of self-disclosure, when categorized into six aspects of self, was positively or negatively, related to dependent variables such as sex, age group, nationality, and their relations to target-persons.

The reasons why the study fell short of reaching the sufficient level of reproducibility were discussed, along with the problems of sampling and faking that are inherent in any self-report study. Also, limitations of the study and suggestions for further research were stated.

27. Conscientizacao: An Operational Definition
William Arthur Smith
1975
Chr: Dr. Alfred S. Alschuler

This study describes the creation of an operational measure of the theoretical concept conscientizacao ("C") developed by the Brazilian educator, Paulo Freire. The measure consists of an instrument which elicits a sample of verbal behavior plus an objective system for classifying the resulting statements as evidence of magical, naive, or critical consciousness. The field work for this study was done in Ecuador; however, it is not a socio-political study of that country.

Initially, a list of hypothesized verbal behaviors related to "C" was developed based exclusively upon the published writings of Paulo Freire. Then several groups of Ecuadorians were selected to participate in a protocol collection process, designed to produce a wide range of "C" related verbal responses. One result of these experiences was the creation of a formal protocol collection instrument (PCI) which was later used to validate the code.

The responses collected during the first protocol collection process were compared with Freire's theoretical framework. The task was to look for parallels, to add new coding categories, to expand existing ones, and in sum, to make the theoretical framework precise and complete in terms of verbal behavior. The variety of coding categories which resulted was then complied into a single coherent coding system.

The coding system divides conscientizacao into three basic levels (magical, naive, and critical) which describe characteristic ways in which individuals name, reflect upon, and act to solve their socio-political problems. For example, magical stage individuals typically conform, while naive stage individuals focus on reforming individuals who deviate from accepted norms, and critical stage individuals are concerned with transforming roles, rules, policies, and procedures. Each of these characteristic stages is divided into a series of specific coding categories which define precisely how different individuals conform, reform, and/or transform.

In order to validate the coding system, a list of non-verbal "C"-related criteria was developed and used to select two criterion groups of rural Ecuadorians. One group was identified as naive and one group identified as magical. The PCI was used to collect verbal responses from each group which were then coded and scored. The differences in C-scores between the naive (n=9), and magical (n=8), criterion groups correlated positively with the non-verbal determinations and were statistically significant. In fact, there was no overlap of C-scores between the naive and magical groups (Mann Whitney V Test = 3.41, p .0005).

The code is useful as one way of understanding consciousness-raising processes, particularly as they relate to oppressed peoples. As a diagnostic measure, it can be used to develop and evaluate consciousness-raising programs and materials, and to train consciousness-raising trainers. The pedagogical implications of the coding system are far-ranging and particularly applicable to nonformal educational programs which focus on broad behavioral change.

As yet, however, the coding system needs to be more rigorously validated using differnt cultural settings and larger number of individuals. A number of important issues remain to be addressed before the coding system described in this study can be considered a reliable, valid measure of conscientizacao. The potential uses of this measure for educational purposes (diagnosis, setting objectives, evaluating effectiveness) should await the completion of more extensive study.

This study is organized in six (6) chapters and five (5) appendices whose general content is as follows: Chapter I, introduction to the problem; Chapter II, case studies illustrating magical stage consciousness and consciousness growth from naive to critical stages; Chapter III, developing the coding system; Chapter IV, the theoretical definition of the stages of conscientizacao and a comparison of Freire's theory with Lawrence Kohlberg's characteristics for a structural developmental theory; Chapter V, validation of the study; Chapter VI, the limitations and applications of the coding system and its development. Appendix A outlines how the protocol collection instrument was developed. Appendix B provides detailed coding and scoring rules. Appendix C contains the validation statistics Appendix D, copies of the initialcoding systems, and Appendix E, copies of visuals used during the development of the coding system. A set of 22 practice stories expertly coded are available upon request from the author, but do not appear in the dissertation.

28. Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania
Arthur L. Gillette
1976
Chr: Dr. David R. Evans

A critical analysis of the current fashionability of non-formal education leads this study to suggest that a reformist approach to educational change, featuring the separate development of formal and non-formal education, seems unlikely to provide adequate solutions to major educational problems in the Third World. It asks whether a revolutionary approach is likely to result in the emergence of new and more productive relationships between formal and non-formal education.

In this conceptual framework, the experience of Tanzania, an avowedly revolutionary Third World nation, is described and analyzed during the period since the declaration on Education for Self-Reliance, which was issued in 1967. After outlining the development of education in Tanzania from its origins to 1967, this examination focuses on and compares major trends and highlights of the respective responses of formal and non-formal education in seven crucial issue areas: the goals of education (existence, sources, collective vs. individualistic orientation, meaning with regard to knowledge); the amount of education (numbers and kinds of learners, lengths and sequences of learning); the kind of education (curricula, methods, language problems); resources for education (human and material, plant); financing of education (national expenditure and sources); organization of education (planning and evaluation, distribution of reponsibility, coordination); and foreign influences on education (chief souces of technical assistance and recipient sectors, external influences on concepts and policies).

From this examination emerge a number of tentative conclusions. With regard to the relationships between them, it appears that formal and non-formal education seem to be tending to converge in important aspects, although important contradictions between them remain. This convergence seems to express itself in the emergence of two kinds of education that overlap, but cut across, the traditional formal/non-formal dichotomy. The first kind includes post-primary formal education and a small number of non-formal programs that appear to serve as para-schooling. The second kind is comprised of a majority of non-formal programs and much of primary schooling in addition to certain aspects of formal education at other levels.

There are secondary contradictions within each of these kinds of education. Nevertheless, a major characteristic of them is the existence of primary contradictions that oppose them. These primary contradictions cluster around the opposition between the socio-economic models respectively reflected in the kinds of education. It would seem that the first kind serves essentially an urban-oriented and "modernizing" concept of development, of Western origin. The second, in contrast, appears to serve the authentically Tanzanian rural-oriented and ujamaa socialist concept of development.

More broadly, with regard to the contemporary evolution of the Tanzanian revolution, the study points out that a complete merger of formal and non-formal education has not taken place. Nevertheless, important and unmistakable moves toward convergence of formal and non-formal education have happened since 1967, and tend to bear a revolutionary imprint. Thus if complete merger has not (yet) taken place it may be because the Tanzanian revolution itself is an ongoing process that has not (yet) been fully victorious.

29. Essentialism in American Education
T.L. Woolmer
1976
Chr: Dr. George E. Urch

This dissertation attempts an analysis of the traditionalist versus progressive educational debate. It presents a conceptual and historical analysis of the essentialist or classical tradition in American educational philosophy. It seeks to show the identity of views among twentieth century American essentialists, and to link this to the educational philosophy of nineteenth century American educators and to the classical tradition of the Graceo-Roman and European World.

The tradition is seen to be consistent with itself, and consistently opposed to the progressive educational philosophy. This opposition is best described in terms of a model that assumes a continuum from extreme progressive to extreme traditionalist, with the essentialist striving to maintain a central or moderate position between the two.

The tradition is described historically, to demonstrate the existence of what amounts almost to a covert club, membership of which comes by way of an identity of views and by way of constant mutual quotation. Each essentialist tends to read and quote his favorite authorities within the tradition. This study attempts to see this in broader terms, and to collate all these authorities into a greater or perennial tradition. An appropriate metaphor is that of the "saints" of the tradition and the "heretics" outside it. To exemplify this "apostolic succession," Dewey is examined as a source of great "heresy." The review of literature finds that there has been little appreciation either of the history of this tradition or of its conceptual structure.

Philosophically, the central concept of essentialism is seen to be anti-absolutism or moderation at all points. The conventional view of essentialists as conservative extremists is belied by their moderation on such epistemological issues as the supposed opposites of the disciplines versus integrated study, of sequential versus incidental learning, of liberal versus vocational education, of abstract versus concrete learning, of work versus play, of ends versus means; and their moderation on such metaphysical continua as those of idealism versus realism, of naturalism versus supernaturalism, and of value systems verus nihilism.

Politically, the same anti-absolutism obtains. Education is seen as the initiation of man into his culture, ideally, in a democracy that is liberal but also highly Jeffersonian or meritocratic. Essentialists take an appropriately central stand on such assumed opposites as elitism versus populism, anarchy versus statism, the individual versus the society, and on communism versus capitalism.

Psychologically they seek a moderate position, opposed to progressive extremes as they see it, on the value of psychology, on determinism, heredity versus environment, intelligence, creativity, learning theory, developmental theory and motivation.

Pedagogically, their moderate views on the curriculum stem from their moderation elsewhere, not vice versa. Language and literature are chosen in this study for special discussion, as they are seen by essentialists to be central to the culture of mankind. Essentialists are not die-hards for the study of Greek and Latin; the initiation into civilization is best conducted through the scholarly analysis of English language, literature, and by scholarship in all the disciplines.

30. A Model for Inservice Teacher Training in the Caribbean:
Curriculum Development for Teaching the Educationally
Handicapped in the Regular Classroom
Esla V. Lynch-Richards
1976
Chr: Dr. David R. Evans

The islands of the Caribbean all share some aspects of a historical and geographical bond. Because the area was ravished by European colonialism, European languages are today spoken in the area. In most instances the language spoken is indicative of past and present colonial administrators. Regardless of the language spoken, the people of the area are West Indians. The term West Indian, however, is generally utilized to refer mainly to the people from the islands and Guyana that were formerly or are still colonized by the British. It is therefore the English speaking territories, excluding the United States Virgin Islands and including Guyana, with which this document is concerned.

The Caribbean area, confronted with limited economic resources, a high birth rate, and an increasing demand for education, is faced with a severe shortage of trained teachers. As a result, when teachers do receive training, minimum attention is provided to meet the needs of the special child. Teachers, both experienced and inexperienced, often find themselves inadequately prepared to meet the challenge of educationally handicapped children, whose needs differ significantly from the majority of children. This document develops an inservice teacher training model geared to teaching specific methods and techniques for working with the educationally handicapped. The educationally handicapped, as defined within this study, may be classified as the slow developer, the partially handicapped, and/or emotionally and socially disturbed.

The document presents in its review of literature an analysis of educational trends in the West Indies, and then pays specific attention to the development of education in Trinidad and Tobago -

site of the field test. It examines the reasons why and how education first emerged in the area, developments in the twentieth century and recent innovations. It describes the content of the teacher training curriculum as found in Trinidad and Tobago, the educational background of primary school teachers and demonstrates why the need for inservice teacher training exists.

As the curriculum model is presented, the writer explains how decisions were made as to the selection of topics, and provides a rationale for the curriculum and a list of objectives stated in behavioral terms. Subsequent to this, the writer provides ideas for activities whereby the objectives can be achieved and criteria that can be utilized for evaluation purposes. A description of the field test follows, including the activities, outcomes, and a chapter on evaluation. The final curriculum is then discussed in detail. In so doing the writer expliand why the original curriculum was expanded, proposes plans for implementation and discusses the supplementary materials. The curriculum content, along with teaching specific skills and techniques for teaching educationally handicapped children, also includes a sub-unit that focuses on teachers, their self-concept, and the importance of their role in society. The writer feels that this challenges the present view of teachers and will result in more positive contributions by teachers to the benefit of all children and society.

The document ends with a number of appendices which provide the original and final curriculum, the pre- and post-evaluation materials, supplementary reading materials and a recommended reading list for teachers. From evaluation of this study, the writer feels that the results give positive reinforcement to continuing this type of training process and recommends that similar programs be developed to minimize other problem areas found in the total educational spectrum.

31. Self-Concept and Cultural Change in the Hausa of Nigeria
Ramatu Abdullahi
1977
Chr: Dr. Ellis G. Olim

"Self-concept" is used here to mean the organized configuration of perceptions of the self, which are admissible to awareness (Rogers, 1951). It is composed of such elements as the perceptions of one's personality characteristics and abilities and is influenced by others' perceptions and evaluation of one's traits. Self-concept includes self-esteem, self-awareness, level of aspiration, and self-image.

The purposes of the present study are to trace the elements of the self-concept to their original source which lies largely in the cultural values of a society and to relate cultural values to psychopathology. In order to do this, the literature in these areas was reviewed historically, and a study was made which attempted to measure and compare differences in self-concept in adolescent girls who were either living in their traditional culture or in a setting in which Western standards and values were imposed on them. The major aspects of self measure were: affiliation, ambition and work-achievement, psychopathology, and traits indicating traditional and religious values.

Subjects in the study were 200 rural adolescent Hausa girls (aged 13 to 18 years), half of whom attended a boarding school situated in a rural area near their homes and half of whom lived in an urban school some distance from their original home and traditional culture. Both groups of girls spent four months' vacation in their original rural environment with their extended family, although most of the parents of the girls in the urban school worked in the city.

The subjects were administered Ghiselli's Self Description Inventory (translated into Hausa), and their teachers (who lived in the schools) also described each girl on this instrument.

Hypotheses were that:

1. The girls in the urban school would describe themselves more often as having traits indicating psychopathology (for example,extreme hostile aggression, depression, and anxiety), while the self-descriptions of the girls in the rural school would indicate more affiliation and social traits (such as friendliness, kindness and generosity).
2. The girls in the urban school would see themselves more in terms of Western values related to ambition, achievement, and competition, while the girls in the rural school would see themselves more in terms of cooperation and of traditional Hausa religious values such as trust, loyalty, kindness and generosity, patience and modesty.

To analyze the results, the data were grouped into the following trait clusters: psychpathology, affiliation, cooperation, ambition, and work-achievement, honesty and trust, traditional values and religious values. Differences between numbers of rural and urban students checking a particular trait were analyzed by using Chi Square tests, and differences between students' responses were compared using percentage differences.

Findings were that urban students described themselves significantly more often as having traits indicating psychopathology, such as instability, irritability, aggression, resentment and depression (but not anxiety) than did the rural students, and their teachers' description agreed with theirs. Urban students also more often checked traits related to ambition and work-achievement. The rural students more often described themselves as having traits related to traditional Hausa values, such as affiliation, cooperation, and trust, and the traditional religious virtues mentioned above. All of the students described themselves as "honest," but only 31% of the urban teachers described their students as honest, comped to 100% of the teachers of the rural students. The urban teachers tended to describe their students in more negative terms than the students described themselves.

It was concluded that the pressures on the students in the urban school based on frustration of their needs for affiliation plus the frustration engendered by the substitution of the Western values of ambition, achievement, and status based on material possessions for their traditional values may be leading to anomie, which is creating more depression and aggression in these students. The discrepancies between their judgment of themselves and their teachers' judgment of them and the differences in expectation that these imply may explain their lower self-esteem as indicated by less affiliation and trust and more depression. These traits might also result from separation from their friends and from their familiar cultural background which stresses the values of affiliation, cooperation, and mutual support and trust in each other as well as in God.

It was proposed that the state Ministries of Education take measures to modify the school buildings, schedules, and school administration in ways which would allow the students the opportunity to form friendships. They should also (with the advice of traditional leaders, parents, teachers, and students) modify the curriculum in ways which would make it more meaningful to the students in terms of their culture and what they themselves want to do with their lives. It was suggested that some of the students might need counseling to help them make these decisions wisely.

The conflict between Western and traditional Hausa culture might be solved if only those parts of Western culture were adopted which would be most advantageous to the people but which would not destroy the most valuable aspects of the traditional culture.

32. The Effects of Federal Policy on the Small Independent Liberal Arts College
Priscilla J. Angelo
1977
Chr: Dr. William Lauroesch

The purpose of this research has been to study systematically the effects of federal policy on the management of the small independent liberal arts college. The problem was examined and analyzed using a conceptual framework which focuses on the college as a complex organization. A descriptive research technique, the case study, was used.

The design included studying four operational effects of federal policy at three independent liberal arts colleges in New York State: Hobart and William Smith Colleges, Skidmore College, and St. Lawrence University. These colleges were selected because they are similar in many ways, and each as a reputation for being well managed. In addition to on-site visitations and key-informant interviews, other major data sources were written college documents.

Although the research was designed to study the effects of federal policy in general, two specific provisions of the 1972 Education Amendments have been examined as cases-in-point: Title IX--Prohibition of Sex Discrimination and the Student Aid Provisions. Four questions guided the study:

1. In what ways have federal policy and its regulations affected the written goal statements of the college?
2. In what ways have federal policy and its regulations affected the organizational structure of the administration?
3. In what ways have federal policy and its regulations affected the administrative governance of the college?
4. In what ways have federal policy and its regulations affected the administration's involvement with the college's external environment?

The response to federal reuqirements was not always similar at the three colleges studied due to differences in the presidential leadership styles, in the specific written objectives, and in the degree of independent zeal at the colleges. Patterns did emerge and the findings can be summarized in this way:

1. There was little evidence that written goal statements were influenced by the federal presence, but there were indications that institutional policies and procedures had been affected.
2. Of the four variables examined, the administrative structure of the colleges was most affected by increased federal activity. The following changes were noted: a) alterations in responsibilities and roles of administrators; b) increases in the number of professional staff; c) expansion of para-professional staff; d) greater formality in procedures; and e) development of new communication networks to accommodate organizational changes.
3. The internal administrative governance of the colleges was somewhat influenced by increased federal involvement. Specifically, the following changes were noted: a) new roles for the president--negotiator, lobbyist, business manager, strategist; b) an increased dependency on the staff by the president; c) a greater dependency on the institutional data base; d) alternations in the daily calendars of senior officers due to increased federal business.

4. The presidents and senior officers had grown to depend and to interact a great deal with their external communities, given the increased federal involvement in higher education.
5. Administrators considered federal aid to the campus worth the effort, although they acknowledged that they may not have any choice but to accept the federal presence.
6. This study generally corroborated the messages found in the literature.

This study did not purport to demonstrate a causal relationship between the federal presence on campus and the changes occurring within the colleges. Nevertheless, it does note the influences of federal involvement on the colleges. The findings of the study are soft in that the interview procedures are eclectic, the findings are based on the judgments of those interviewed, the data are for the most part non-quantitative, and the analysis has been conducted in qualitative terms. Although the analysis and findings do not have great predictive value, they do provide a better understanding of the effects of federal policy on the small independent liberal arts college.

33. Population Education in American High Schools:Towards a Theory and Application
Leon E. Clark
1977
Chr: Dr. George E. Urch

The field of population education, as it applies to American high schools, is scarcely more than 10 years old. As a result, many of the questions that accompany the introduction of any new subject into the school curriculum are still being asked about population education. What is population education? What are its goals and objectives? Where does it fit into the school curriculum? What materials exist for its implementation? This dissertation attempts to answer these questions and to respond in a modest way to some of the needs that are identified.

Chapter I states the problem and outlines the procedure and the limitations of this study.

Chapter II traces the historical development of population education in the United States from 1962 to the present, including a review of the two dominant views of population education found in the professional literature, identified here as the "persuasion" approach and the "exploratory" approach. It concludes with a summary of research evidence on teachers' attitudes toward these two approaches.

Chapter III offers a critical appraisal of the two approaches and finds the "exploratory" approach more consistant with the values of American education. It suggests, however, that a slight modification of this approach, identified here as the "integrated" approach, would make population education more compatible with current school practices and therefore more easily integrated into the school curriculum. It then offers 12 reasons why population education should be included in the high school curriculum and concludes with further supportive evidence based on students' needs and interests.

Chapter IV begins with an examination of the pros and cons of various strategies for introducing population education into the curriculum. It then analyzes existing curricular schemes, finds them wanting, and offers an alternative design. It concludes with an analysis of inquiry as a teaching/learning method and argues that inquiry would be the ideal method for implementing the goals and objectives of the proposed curriculum design.

Chapter V contains three inquiry modules that could be used in the proposed curriculum or in any course dealing with population issues.

Chapter VI summarizes the conclusions of the dissertation makes recommendations for further study and suggests a technique for creating inquiry modules.

34. Planning Some Practical Models for Short-Term Training of Rural Teachers in Asia
Dariush Dehghan
1977
Chr: Dr. David R. Evans

The numerous and increasing size of the rural population of the world, the reality that most rural people of developing countries are deprived of the minimum conditions for decent living, and the belief that the lack of proper education plays an important role in creating this situation, comprise the reasons for designing this study.

The study specifically focuses on short-term training of teachers for rural areas, because developing countries do not have the financial resources nor the skilled human resources needed to develop quickly to compensate for their long period of stagnation.

In addition to the shortage of financial and human resources, these countries do not have the time to train college level teachers for rural areas. At the same time educational planners, while pushing for more rapid progress and achievement, forget to plan for properly trained volunteers to teach in the rural areas.

The result is often the waste of the few financial resources without achieving the desired educational goals.

This study presents two models for rural teacher training in developing countries of Asia. These two short-term training models can provide teachers in a shorter time to compensate for the shortage of college trained teachers and to answer the rising demand of the rural population for more basic education.

Considering the needs of rural people, these two models not only train people to teach in the schools and evening classes, but also provide them with the skills required to play the role of propagandists, facilitators, change agents, helpers and counselors in development programs.

The specific areas of focus in the study include the following questions:

What are the needs of the target population for whom teachers are going to be trained?
What are the goals and objectives of such training?
What are the needs of the trainees?
What subjects must trainees study during training?
What training methods should be used?
What are the desired characteristics for directors of training programs?
What are the needs of trainers?
What educational aids and resources should be used?
What are the best sequences for the training program?
What are the ways by which the trainees will be motivated?
How should the program be followed-up?
How should training programs be evaluated?

In addition and tied to the above mentioned areas, this study provides some suggestions for modification and adaptation of the training models in various communities with different cultures.

Given the situation of developing countries and the lack of education in their rural areas, this study suggests which aspects of education planners should emphasize more and what they should do to make educationally productive citizens out of educational clientele.

Also in connection with rural development some suggestions are presented for making adult education more relevant and effective, and reasons are developed to convince educational planners to devote more attention and priority to the education of women.

35. Formal and Nonformal Education for National Development in Indonesia
Charles Lamont Jenkins
1977
Chr: Dr. George E. Urch

The purpose of the study was to demonstrate that there are critical aspects of educational programs in the United States which can be utilized by Indonesia in meeting the country's national development objectives. The relationship between education and nation building was examined and educational programs proposed, based on American models and on the concept that educational development is a key factor if Indonesia is to become a self-sustaining nation. Based on the writer's hypothesis that the educational problems faced by the United States are similar to those being faced in Indonesia, it is contended that the techniques used in the United States to solve many of these problems can effectively be applied in Indonesia.

The study was based on a thorough search of the related literature including books, government reports, educational journals, current newspaper accounts, reviews of important speeches and official statements, interviews and conversations with Indonesian educators, and conversations with Indonesian officials. Part of the study was based on the writer's personal experience and knowledge gained while serving as an official of the United States Government in Indonesia and in other parts of Asia.

The study reviewed the critical problems of higher education in Indonesia, and related these problems to announced national development objectives contained in the Indonesian Five-Year Development Plan. A thorough examination was made of Indonesia's national characteristics, including geography, culture, and historical background, to illustrate their effect upon national development and how they have contributed to current educational problems which must be solved if national objectives are to be met.

The strategy proposed in the study for assisting Indonesia in its education and national development objectives is the incorporation of a United States education model designed to strengthen the institutions of higher learning in Indonesia so that they may assist in the educational development of the country.

The model consists of the establishment of a Presidential Commission for Institutional and Manpower Planning and Program Development to study educational problems and recommend long-range changes to existing institutions of higher learning. Consortial arrangements among institutions of higher learning would be established in Indonesia to focus on three areas: cooperative education, adult education programs, and community services and continuing education programs. These programs are designed to produce both the skilled manpower needs for national development, and strengthen institutions of higher learning so that they become directly involved in solving community problems which will impact on Indonesia's ability to meet national objectives.

36. Radio for Rural Education in Developing Countries:
A Critical Review of Strategies
Muhammad Azam Khan
1977
Chr: Dr. George E. Urch

The general purpose of this study was to determine what role radio can play in the educational development of rural people in the developing countries and how this medium can be effectively and economically used to overcome the problems being faced by the governments of the developing countries in their rural development efforts.

The specific objectives were:

1. To determine the major uses of broadcast media, especially radio, in education and development with particular reference to the developing countries.
2. To find the advantages and potentials of radio in relation to other mass media, such as television, in rural development.
3. To investigate and analyze the educational radio strategies presently being used and to identify the problems this medium is facing in its effective use as a change agent.
4. To find ways and means of overcoming these problems and to recommend strategies for most effective and economical use of radio in rural development.

Broadcast media, especially radio, were found very effective in the developing process in the rural areas of the developing countries. Researchers have found a very high correlation between the development of media and economic and social development of rural areas. Broadcast media have been found to help in the development process by establishing a favorable climate for change, enriching the interpersonal channels of communication and thus accelerating the decision making process, and by spreading education and training. Radio was found to have certain advantages over television, especially in its use in the developing countries. These advantages were in terms of time, cost, effectiveness, and localness.

In this study five different strategies used in educational radio projects have been analyzed. The review of these strategies revealed that there are more obstacles to successful operation of radio educational projects than the theoretical attractiveness would predict. Based on the analysis, it was concluded that most of the efforts to use radio for rural development have been largely fragmented. There were a few projects that were involving a significant number of people and even this effort was not on the part of the government. Most of the projects were reaching only a minute fraction of their potential audience. A lack of careful planning and administration was also found in most of the cases reviewed.

This study has certain recommendations for the future use of radio in rural development. These are: that the radio should be tied into multiple media approach; adequate financial resources should be made available; training of technical and production personnel should be emphasized; program materials should be flexible; and the use of open-broadcast should be considered and implemented.

37. A Case Study of Learning Transfer in Cross-Cultural Teacher Training
Dale E. Kinsley
1977
Chr: Dr. David R. Evans

This case study of the Teacher Corps/Peace Corps program involving the University of California at Santa Cruz, the Salinas High School District, the Peace Corps/Malaysia, and the Malaysian Ministry of Education is designed to compare and contrast issues in domestic and foreign cross-cultural teaching, to identify components of learning transference and interference between the two contexts, and to assess implications of the learning relationships on programming and public policy for cross-cultural teacher training. The study was conducted between 1971 and 1974 by a participant-observer of the project. The project included one year of Teacher Corps training in Salinas, California, and two years of Peace Corps teaching in Malaysia.

At the outset a general conceptual and theoretical outline of important factors in cross-cultural teacher training and differences of philosophy and approach within each component area are presented. In addition, theoretical background for learning transfer and "third-culture" training are offered. The issues and themes of cross-cultural teacher training presented in the conceptual outline are, then, utilized in describing and analyzing cross-cultural teaching in both a domestic, minority school-community context to a foreign school-community context. Component areas of the analysis include teaching skills, pedagogical methods and knowledge, cross-cultural communication and adjustment, and social and institutional expectations and change.

The study includes some historical background on the objectives and development of two major cross-cultural teaching programs, the Teacher Corps and the Peace Corps. The contradictions in policy and goals between these two programs are explored and the pruposes of the joint TC/PC program examined. In addition, aspects of the cross-cultural teacher training process are analyzed--particularly the use of experiential learning, learning for problem solving, learning-how-to-learn--and evaluated in light of their apparent impact in enhancing or interfering with learning transfer from one cross-cultural teaching context to another.

In the study the degree of learning and learning transfer has been viewed as a complex, dynamic relationship between the learner and various factors of his/her social context. In order to capture and examine the complexity of these relationships, the case study is drawn from multiple sources of data and evidence, including direct participant-observation, project documents and correspondence, evaluation questionnaires, taped interviews with participants, and related research material.

The general findings of the study fall into two areas. First, the factors which influenced learning transfer, both positive and negative, seemed to be the following. Conflicts and contradictions between Teacher Corps and Peace Corps goals, and purposes for cross-cultural teaching interfered with transfer. The Teacher Corps experience involved substantial involvement of teachers in institutional innovation and reform while Peace Corps required acceptance and adjustment to the host country society. Further, lack of effective program planning, coordination, and continuity impeded transfer. Moreover, lack of a consistent theory for the causes of socio-cultural problems and an over-abundance of "doing" without generalizing insights and realizing consequences for future learning in the Teacher Corps weakened transition from Salinas to Malaysia. Because the two teaching settings required some similar behaviors, skills, and performances both in and outside the classroom, adjustment was facilitated from one setting to the other. Finally, the Master's degree process in which volunteers participated while in Malaysia seemed to have the most positive impact on transfer. This appeared to be the case because the M.A. degree process provided the instrument to participants being engaged analyzers in their cultural context, for ascribing meaningfulness to past experience, and for influencing their environment in a systematic fashion.

Second, general areas of emphasis and concern for effective cross-cultural teacher training are identified as a result of the case study on transfer. Particularly stressed is the importance of having cross-cultural theory and purpose govern the practical, experiential aspects of training. Furthermore, prospective cross-cultural teachers must be provided knowledge, insights, and analysis of pressing cross-cultural problems in all arenas of the society's life and connect this analysis to implications for public policy governing schools, for pedagogical decisions and behaviors of teachers, and for learning theories and expectations applied to students. Finally, the study seems to indicate the importance of teachers being able to take effective and acceptable political action to influence social and educational priorities that affect the cross-cultural setting and should be challenged to articulate and defend alternative priorities and strategies for social and educational problem-solving, connecting proposals to their logical consequences if implemented.

38. Complementary Functions of Formal and Non-Formal Education in Lesotho

Ramoshebi Ishmael Maboee Moletsane
1977
Chr: Dr. Richard O. Ulin

The study has identified, in the country of Lesotho, three areas of education that have a strong bearing on the lives of people.They are formal, non-formal and indigenous education. An attempt has been made to find out how these three areas relate to each other in terms of their structure, content and contribution to the national goals of that country as specified in the National Plans.

"Education" here means more than classroom learning experiences as it is often regarded in Lesotho. Any learning experience, whether acquired inside of or outside of a classroom, is considered education.

Findings of the study are based on library research, interaction with top government officialssuch as the Prime Minister of Lesotho as well as other nongovernmental people interested in or directly involved in the affairs of the educational system of Lesotho. Government reports and personal experience played a major role during data collection.

The study is divided into five sections. Chapters I and II outline the problem, the approach to the study and the geohistorical setting of the country. Chapter III focuses on the two National Development Plans--the First (1969/70-1974/75) and the Second (1974/75-1979/80). Here an analysis is made of how far the education provided in Lesotho since independence assists in the achievement of the set national goals. Chapter IV describes and analyzes education in Lesotho, and the three areas of education mentioned earlier, formal, non-formal and indigenous, are scrutinized. Chapter V, the fourth section, describes several exemplary efforts in other developing countries of groups of peoples who have managed in some aspects to practice complementarity of formal and non-formal education as an attempt to make education reach more people and assist in speeding up development. The last section, Chapter VI and VII, focus on Lesotho. Here the study specifically identifies facilities and resources that can benefit disadvantaged people outside the formal schools as well as those inside the classroom. The end of this section recommends several ways in which formal, non-formal and indigenous education could reduce the isolation they have maintained for so long. Suggestions are made on how each educational sector can draw from the other to be more effective.

To achieve maximum complementarity of the three areas of education suggested involves the utilization of facilities and resources within the government ministries, the society, voluntary local organizations and the primary institutions such as chieftainship. The study concludes that such an approach would make it possible for education to reach many more people than was ever possible in the past. In so doing many Basotho, especially the rural folk who form eighty-five percent of the population, would have their skills enhanced and improved in various ways. Education would thus make a significantly larger contribution to the achievement of Lesotho's national goals as delineated in its planning documents.

This kind of approach to education would definitely meet problems. Forseeable constraints are mainly financial and sociopolitical, and many of them have been faced by formal educational systems in the past. Despite these constraints, the investigator is convinced that education in Lesotho will change for the better and the country would have a brighter future in the area of education to the extent that complementarity of all three areas of education can be implemented as suggested in this study.

39. Animation Rurale: Education for Rural Development
Jeanne Marie Moulton
1977
Chr: Dr. David C. Kinsey

This is a study of animation rurale, an out-of-school adult education program which has been implemented in most nations in French West Africa. The purpose of the study is to define the problems and issues of nonformal education programs designed to enhance rural development, as exemplified in the two cases of animation rurale in Senegal and Niger.

The study begins with a discussion of these problems and issues in the context of nonformal education, and of the research methods and analytical framework employed to draw conclusions about them. The development and educational theory of animation rurale, from which the plans and programs were derived, is described. Subsequent sections are devoted to an account of the historical and philosophical roots of animation rurale and the events that occurred in the programs of Senegal and Niger. In a concluding analysis, the results of the programs are assessed in terms of the goals stated by the program planners, and the programs are analyzed within four different conceptual frameworks. Six assumptions which have been identified by the researcher as implicit and explicit in the theory of animation rurale are tested in accordance with their application in the two cases studied. Based on conclusions about the effectiveness of animation rurale, six hypotheses are formulated about the pre-conditions necessary for implementing a comprehensive educational program for rural development.

The study is of value to practitioners and students of education for rural development. The actual implementation over sixteen years of a comprehensive educational theory is traced. From an examination of the theory in light of its application, strengths and weaknesses are made apparent in the original concept, and influences on the course of its evolution and their effects are clarified.

40. Nonformal Education and the Development of Self-Reliance: Third World Experiences and Implications for Urban African-Americans
Colden Murchinson
1977
Chr: Dr. George E. Urch

A critical analysis of the nonformal approach to education and the development of self-reliance in new nations leads this study to suggest that the approach to nonformal education coupled with the idea of self-reliance may prove useful to the African-American learner population in urban America and therefore should be considered by urban educational planners in designing models for African-Americans.

In this conceptual framework, the experiences of three selected nonformal education models, whose aim was to help their learner population to become self-reliant, was described and analyzed. The three models were: the Village Polytechnic Movement in Kenya, East Africa; the Nonformal Education Project in Ecuador, South America; and the Adult Education Program in Tanzania, East Africa. This examination focuses on and compares major trends and highlights of the respective responses of nonformal education in seven crucial issue areas: the goals of education, that is, their existence, origins, collective and/or individualistic emphasis and meaning with regards to knowledge; the kind of education, that is, curricula and methods; the amount of education, that is, lengths, sequence of learning, and the number and kind of learners; the resources of education, that is,human and material resources; the financing of education, that is,national expenditure and sources; and the organization of education, that is, planning and evaluation, distribution of responsibility and coordination.

From this examination emerge a number of tentative conclusions. For the sake of convenience they may be grouped as answers to the primary question raised in the Introduction of this work. The question was:

> What are the most important considerations that might be gleaned from a study of selected nonformal educational programs that deal with self-reliance, that might prove useful in planning to meet the educational needs of African-Americans in urban United States?

A first conclusion emerging from this study would seem to be that there is a need for an examination of purpose of education for African-Americans in general and for African-Americans in urban America, specifically. An attempt was made in this study to show that there is a great discrepancy between the purpose of education as it is related to the goals of national development and the purpose of education as it is related to African-Americans.

Another conclusion emerging from this study would seem to be that there is the need for more of an overt commitment on the part of the federal government to the African-American community in general and more specifically to their educational needs. The role of the federal government could be broadened to include such elements as: a more effective assessment of needs of the African-American urban community with a closer relationship between urban needs and the needs for national development; a more effective evaluation plan of the adult education programs that are already in existence in urban areas to determine new directions for old and new planning. Programs for urban African-Americans came into being after a "crisis" situation in urban areas, rather than the result of meaningful planning. These types of programs' life expectancy was usually short-term, rather than becoming an on-going part of national developmental planning. Other elements would be: a more effective system of coordination to maintain consistency, and a greater commitment on the part of the private sector of society. The federal government could play a role in creating interest within the private sector and by maintaining direct linkage with the private sector.

Another conclusion emerging from this study would seem to be that there is the need for some other type of educational delivery system: a delivery system that provides a "liberating" process and general benefits for the African-Americans not a system that simply provides training skills needed for employment.

Another conclusion emerging from this study would seem to be that there is the need for an educational process that would help people to achieve self-reliance. Education must liberate both the mind and the body of man.

41. Curriculum Development: Toward Effecting Improvement in Kenya Schools
Gilbert Paul Oluoch
1977
Chr: Dr. George E. Urch

One of the most urgent tasks facing education in Kenya, or in the other newly independent countries in Africa, is that of curriculum development. The country has many nation-building needs to which the pre-independence education did not adequately address itself. The present study was, therefore, aimed at determining ways and means by which curriculum development in Kenya could be brought about even more effectively.

To this end, the following research questions guided the investigator:

- What is the present educational system in Kenya?
- What is a school curriculum?
- What ismeant by curriculum development?
- What procedure should be followed in developing school curricula in Kenya?
- What kind of curriculum development organization should be set up in Kenya?

Research procedure. The research procedures consisted primarily of a systematic library search,interviews with thirty-three selected educators and national leaders, and data collection by means of the participant-observer technique.

Having noted that curriculum development was coordinated centrally through the Kenya Institute of Education, the investigator proposed curriculum and curriculum development conceptual schemes that could lead to the improvement of the curriculum development process in the country.

It was also recommended that curriculum development should: (1) be based on findings of continuous evaluation and research; (2) concern itself with all the curriculum dimensions and elements; (3) be a team effort; and, (4) be organized on the basis of well formulated projects.

It was further recommended that the setting up of a curriculum development organization in Kenya should be based on the following major guidelines:

- The structure of the organization should enable curriculum workers to attend to all the dimensions and elements of school curricula.
- The structure should facilitate teamwork in curriculum development.
- The organization should be able to attract the services of the best talents in Kenya.
- The organization professionally should be an integral part of the Ministry of Education.

Four major implications of the study were identified as follows:

- The decentralization of curriculum decision-making should be implemented in a manner that complements the conpetencies of teacher participation in curriculum decision-making.
- Teachers should play a major role in the determination of national goals of education.
- Pre-service and in-service preparation of teachers should include training in curriculum development.
- The universities in Kenya should address themselves more squarely to the country's nation-building needs.

In conclusion, it was hoped that an attempt would be made in Kenya to implement the proposal made in the study and that further investigations would be undertaken with a view toward continued curriculum improvement.

The Kenya Institute of Education is a salient organization concerned with the continual educational accomplishments of all youth and adults as the country moves toward realization of its national goals. The incorporation of the findings of the present study into the existing Institute would result in even more effective and compelling service to the most important resource of the country--its people.

42. Examination of an Alternative: A Look at the Primary and Secondary Education in Namibia
Mose Penaani Tjitendero
1977
Chr: Dr. David R. Evans

The dissertation traces the historical roots of the educational system in Namibia and demonstrates the relationship of these roots to the current system which continues to provide sharply different quality and amount of education for Europeans and Africans. The analysis of the role of education in an independent Namibia focusses particularly on the character of the existing curriculum and the kinds of changes which will be necessary. The current curriculum is shown to be the product of missionary education, of the German colonial period, and the *apartheid* policies of South Africa.

In seeking models for future curriculum change, the study looks at the Tanzanian education system for guidance on relating education to development in a poor, rural environment. For suggestions on language policy, the study turns to the Ghanaian example as a possible model where a European language is to be used as the national language. The conclusion highlights both the characteristics of the process and the kinds of curriculum which will have to be developed in order for education to play an effective role in developing a viable, independent state of Namibia.

43. The Counselor's Dilemma: A Unique View of Secondary School Counseling Based Upon the Notion of Complementarity
Alan K. Bridges
1978
Chr: Dr. David R. Evans

By now, there is broad acceptance of the fact that secondary school counseling as a profession is in a state of crisis. The absence of a definitive professional identity, conflicting role expectations, new needs and demands within the school community, and drastic cuts in school budgets have painfully created what we call the counselor's dilemma. It is the purpose of this study to describe and analyze the elements and forces that caused this condition, and to suggest some possible strategies for overcoming the counselor's dilemma.

In the literature, there are masses of hopeful recipes for increasing counselor effectiveness in secondary schools. Generally, the counselor is being called upon not only to meet the needs of students but the needs of the total school community as well. Although these writings are intended to address the critical issues and problems in the profession, they are, unfortunately, of little help to the practicing counselor. For example, the major recommendations and strategies coming from the literature are more appropriate for the ideal rather than the real world of secondary school counselors. Furthermore, these writings rarely, if at all, look at counseling as a whole experience. Counseling is mainly discussed in terms of its parts which overlooks what most practicing counselors experience as professional and personal reality. Today, counselors need a new kind of help--a help that will take into consideration the counselor's professional as well as personal needs.

In order to overcome the counselor's dilemma, we purpose that: (1) the counselor choose self as the primary source in the counseling process; and (2) the counselor becomes a more effective problem-solver in secondary schools. To help counselors accomplish these goals, we introduced the notion of complementarity which is a phenomenon first discovered in the atomic physics laboratories of Niels Bohr and Werner Heisenberg. Essentially, complementarity teaches us that "any two points of view are complementary." In this study, we try to show how this rather simple idea can become a very powerful problem-solving tool for counselors working in secondary schools today. We call it a tool for change.

Staying consistent with the perceived need to look at the counseling experience as a whole, we created a simulation of the counselor's average school day, based upon the writer's experience, highlighting the "realities" of being a secondary school counselor. In Part II of the simulation, we have attempted to weave the various aspects of complementarity into the fabric of the counselor's school day to demonstrate the ways in which complementarity can help, and some of the ways it cannot. We also hinted at the possibility of the notion of complementarity providing the basis for a counseling system throughout the school community where counselors are only one part--the "hub"-- of that system.

In the long run, only the practicing counselor will be able to determine the potential usefulness of the notion of complementarity in secondary school counseling. Due to the descriptive nature of this study, we had no conclusions. At best, this study is a call for action--more research, more experimentation in practice, more mutual sharing of school experiences among all members of the school community. We know that counselors cannot solve the many problems in today's secondary schools alone. At the vary least, it will take a concerted effort involving the entire school community. On behalf of our students who are entering a world where change is the only constant, we must meet this challenge together. Hopefully, the notion of complementarity can help this happen.

44. A Comparison of Several Algorithms for Mazimum-Likelihood Estimation of Parameters in Unrestricted Common Factor Analysis
Michael Patrick Hagerty
1978
Chr: Dr. Thomas E. Hutchinson

The purpose of this study was to compare a set of nonlinear minimization routines within the context of the unrestricted factor analysis model. It was anticipated that the outcome of the study would provide researchers with recommendations concerning the efficiency of the various algorithms for minimization in this context.

To this end, eight routines which had either been used in factor analysis before, or had demonstrated high levels of efficiency in other problems, were collected and tested. The set included Joreskog and van Thillo's NWTRAP, van der Voort's MINIM, Powell's VA06A, Fletcher's VA09A, Shanno's MINFUN, Browne's FACTOR, Gruvaeus and Joreskog's STEDE/FLEPOW, and the author's reworking of NWTRAP. The data used in the test procedure were matrices which had been previously factor analyzed in published reports.

A program was written to serve as the environment for the testing of the individual routines. The unrestricted factor analysis model proposed by Joreskog and van Thillo was implemented in the form of a standalone function to be invoked by each of the routines under test. The resultant solutions were compared against the solutions produced by the widely-used UFABY3 program. Information was collected on the robustness and accuracy of the routines, as well as the CPU time, number of iterations and evaluations, and amount of memory required.

The information collected by the test program was tabled and examined to determine the parameters which would allow the individual routines to be included as part of a general factor analysis package.

In summary, the study indicated that the choice of a minimization routine does make a difference. To select an inefficient algorithm is to guarantee the needless waste of large sums of computer time. The recent availability of efficient algorithms for non-linear minimization provides the means by which efficient programs can be produced for increasingly complex factor analytic problems.

45. A Study of the Self-Concept of Basotho Male and Female Adolescents in Secondary Schools
Mercy Rapelesega Montsi
1978
Chr: Dr. Norma Jean Anderson

The study investigated patterns and trends of the self-concept of a sample of Basotho adolescents, comparing scores across age and across sexes and grade level. Data were obtained through the administration of a structured verbal self-concept scale, the Tennessee Self-Concept Scale. Analyses of the self-esteem scores were also done with different combinations of these independent variables to test their interactional effect. The following hypotheses were used to test the relation between the dependent and independent variables:

1. There will be no significant difference between self-esteem scores by sex;
2. there will be no significant difference between self-esteem scores by age; and
3. there will be no significant difference between self-esteem scores by grade level.

A few of the subscores supported the hypotheses but some did not. There were also significant interactional effects for many of the subscales.

The conclusion arrived at for the study was that there were significant grade, age and sex differences for self-esteem scores. Generally when the independent variables were individually considered, there was a linear relation between grade and age and self-esteem scores. The girls' scores differed significantly from the boys' scores for some subscales. But two-way and three-way interaction results show some other instances where this relationship was reversed. For example, a group of young girls (aged 14 to 17 years) scored significantly higher than the rest of the groups, and the older girls (aged 17 to 24 years) did the reverse. Significant differences were observed with the same age subgroups across sexes and grade level.

The study recommended that further and follow-up studies be done to better assess the appropriateness of the measure used and if need be, to develop a scale specific to this society or to adapt an already existing scale accordingly.

46. Recasting Gandhian Basic Education in Light of Nonformal Education
Vasudevan Nair
1978
Chr: Dr. David R. Evans

The concept of Basic Education identified with Mahatma Gandhi was adopted and implemented as a national system of education in India for nearly two decades before it was abandoned in the face of implementational difficulties as well as opposition from parents and teachers. Craft training formed the score of this educational approach that sought to instill in the learners the values of self-reliance, cooperation and respect for manual work. Gandhi's educational ideas were closely related to his vision of India as a nation of autonomous, self-reliant village republics in a non-violent and non-exploitative social order. The concept of self-reliance alsomeant that every individual would be skilled in a productive activity for economic independence. The Gandhian approach to craft and industry is based on the notion that "appropriate technology" will maximize work opportunities for the teeming populations of India, largely concentrated in the villages.

Educational and development planners now endorse the very same approach of Gandhi in their advocacy of nonformal education, combining "minimum essential learning needs," with occupational skills. The promotion of out-of-school (nonformal) learning and training on a world-wide basis, as well as the existence of case studies that focus on the wide range of nonformal educational activities, provide perspectives with which Gandhian Basic Education can be recast as a workable system.

The study examined four aspects related to the field of Basic Education, and with these as a lens, a review was undertaken of the general field of nonformal education. Attention was given to the contributions of Philip Coombs, Paulo Freire and Julius Nyerere for possible planning strategies and perspectives. The four factors considered were: (1) the role of education in social development; (2) teaching-learning strategies; (3) organization; and (4) personnel.

The review of nonformal education and the contributions of its chief protagonists has highlighted the futility of attempting social change through a change in the curriculum, since the basic motivation for schooling was the opportunity for jobs. The success of the Basic system would depend on the relationship between the training it offers and opportunities for gainful employment created by the pattern of national development. The existence of the modern sector in the Indian economy, as well as the recent emphasis on rural and agricultural development, call for redefinition of craft-based education to include various employment-related skills.

The study suggests a two-part curriculum and an out-of-school component of skills training. Participatory mechanisms involve teachers, development officials, and local leaders identified as key personnel for effective planning. Also identified was the need to marshal and deploy scarce resources.

Change strategies to orient Basic schools toward learner-centered methods and process orientation are suggested by the review of teaching-learning processes undertaken in the study. Further, the use of non-professional staff and the inductment into the Basic Education system of development agency personnel to complement school instruction is recommended. The creation of regional centers to evolve self-motivating learning materials and innovative processes are suggested for effective implementation of an integrated system with formal and nonformal components.

47. Bilingual Desegregation: School Districts' Responses to the Spirit of the Law Under the Lau vs. Nichols Supreme Court Decision
Victor Alberto M. Ochoa
1978
Chr: Dr. David R. Evans

The purpose of this study was to identify the basic characteristics of the planning process, and organizational and motivational characteristics of the school districts in Southern California which support or hinder the implementation of a compliance plan under the Lau vs. Nichols Supreme Court decision of 1974.

The study begins with an intensive review of the literature of organizational development and planning change. The review of the literature identified four stages of a planning process applicable to the context of Lau compliance. In addition, the review of the literature suggested two dimensions of characteristics--planning process and organizational climate for effecting educational planned change.

The four stages of a planning process for Lau compliance were used as a framework for identifying and operationalizing characteristics of a district's planning process and organizational climate. For each state of the planning process (Determination of Legal Requirements, Initiation, Implementation, and Incorporation) and dimension (planning process and organizational climate) specific characteristics were identified. The identified characteristics were then used as criteria for assessing the planning behavior and organizational climate of sixteen school districts in Southern California involved in the four-stage planning process of Lau compliance. In addition, a Likert-type questionnaire was sent to ninety-four school districts (with a 73 percent response) to obtain their perceived opinion on what impact the Lau decision has had on their district and the level of district involvement and support in complying with the Lau decision. To illustrate the planning behavior of districts throughout the four-stage planning process of Lau compliance, four case studies were examined.

Four questions were posed in Chapter 1 to facilitate the identification of basic characteristics of the planning process, and organizational climate characteristics that could guide school districts found in noncompliance under the Lau decision in their efforts to meet Title VI requirements. The results described in Chapters 3, 4, and 5 allow for some generalizations.

The study suggests that most school districts complying with the Lau decision meet compliance requirements through minimal efforts that have little affect on the existing district curricula. The administrative leadership of most districts does not involve community persons in the development and implementation of educational master plans. It also does not take an active role in the implementation of educational strategies. Finally, it fails to re-allocate resources and to defend negative political forces opposing bilingual desegregation. In enforcing the Lau compliance process, the United States Office for Civil Rights generally exert their legal power on the developmental stages of Lau compliance rather than on the implementation and incorporation stages. The study also indicates that a receptive district setting toward bilingual desegregation is a necessary but not sufficient condition for effective implementation of Lau compliance.

The study concludes by identifying the planning process characteristics, and organizational and motivational characteristics that are most crucial to the implementation of bilingual desegregation plans under the Lau decision.

48. An Emerging Problem for Educational Planners in Zaire: Unemployment Among the Educated Causes and Tentative Solutions
Radja S. bin Saidi
1978
Chr: Dr. Richard O. Ulin

This study is both a critique of the policies of educational reform put into effect in Zaire since independence as well as a definitive statement of how the objectives of social, political, and economic development as defined by Zaire's leaders can be implemented through a coherent national education policy. The Zairean pre-colonial philosophy of education, together with the Belgian colonial educational assumptions, objectives, and policies are discussed in order to put the present educational issues in Zaire in their proper historical and cultural context.

In its conclusion, the study describes the importance of a political culture or national ideology as the proper foundation and template for the development of cultural, political, and economic objectives in the schools. The democratization of education, when it is not based on a solid Zairean ideology, is doomed to fail to meet the objectives on authentic national development.

49. Agricultural and Educational Development in Rural Ghana
Howard L. Steverson
1978
Chr: Dr. George E. Urch

During the United Nations First Development Decade (i.e., the 1960's), there was more concern with industrialization than with problems of the rural poor. Consequently, the latter had lower than normal nutritional intake, higher than average mortality rates, and the like. The U.N.'s Second Development Decade on the other hand included a number of undertakings in rural development that indicate problems of the rural poor are to be given ever-increasing attention. This research study investigated conditions of poverty in general in the developing world and more specifically in Ghana, and summarized the following:

- An exploration, by the literature review, of the root causes of and alternate solutions to poverty in underdeveloped rural societies.

- A field investigation in Ghana of current efforts in agricultural and educational development in one developing country for enhancing the life of that country's rural masses.

The major problems uncovered were (1) lack of sufficient food production in the hands of rural peasants, coupled with insufficient income-earning opportunities to purchase what food was available; and (2) over dependency on costly formal approaches to education that provided limited outreach to the majority rural poor, that were further generally irrelevant to rural learning needs.

Since 1970, underemphasis on agriculture and the rural areas in a number of countries seems to have reached its lowest point. In selecting Ghana for this study, it was considered that the government had in 1972 initiated policies and investments stressing increases in agriculture and assistance to small holdings. The latter further included improved credit facilities, marketing outlets, and farmer cooperatives for effecting greater savings when purchasing inputs-- all supported by international assistance projects.

The following summarizes recommendations applicable to developing agrarian societies in general, and to Ghana in specific. The recommendations regarding Ghana are based on the results of interviews of and review of reports published by both Government of Ghana and multilateral assistance officials:

- General: Adoption of a balanced rural-urban growth policy--supported further by investments--with special attention to small-farmer development, and placement of agricultural production in the hands of rural, agrarian peasants.

Ghana-specific: This adoption in Ghana has occurred, but is adversely affected by continued attractions of the rural poor to urban areas; and pressures by urbanites' need for subsidized food, precluding pricing policies for farmers. Government's efforts to augment small-farm production via government-run large-scale farms often detract from development of infrastructural support for small farmers. Government's failure to complete irrigation schemes, for example, meant that recent droughts had severe implications.

- General: Redirection of multilateral assistance should promote production, agricultural research, and other subsidized inputs for small holdings in lieu of food give-away/relief.

  Ghana-specific: Major support to Ghana by the World Bank and other external assistance agencies is directed mainly to the rural areas and the agricultural sector, with emphasis on small-farmer development and supports.

- General: There must be productive employment of skilled rural masses in increasing agricultural production and developing rural areas. This is essential to generate sufficient income for more adequate food purchases as well as for improved agricultural storage and marketing, rural health care, and the like.

  Ghana-specific: Economic development policies set forth by the government stress the importance of productive employment as essential to national development.

- General: "Formal" adoption of non-formal education techniques for imparting to rural masses "crash" skills training and other minimum learning needs is essential to a full and productive life in these areas.

  Ghana-specific: Formal education in Ghana still excludes eighty-four percent of age-eligible rural youths, and is not oriented to minimum learning needs for rural living. Hence, NFE benefits are now being considered by government agencies concerned with rural development. However, inter-agency coordination has only recently been initiated, and the technology for "crash" training has not been fully explored or developed.

This research includes suggested refinements in Ghana Government policies on small farmer development, integrated rural development, the youth, and education.

50. Developing a Strategy for Analyzing Sex Role Stereotyping in Reading Skills Material
Yvonne Villanueva
1978
Chr: Dr. Sheryl Reichmann

The purpose of this study is to develop a set of questions or a framework to help in the analysis of sex role stereotypes in reading skills materials in Spanish America using Venezuela as a case study.

The emphasis of the study is on the process used to arrive at the final set of questions rather than the results obtained by their application to selected Venezuelan books. Because of this, the results obtained are not to be generalized to any other but the books used in the study.

After a review of the appropriate literature, several attempts were made to design the framework using as a basis studies done in the United States. The majority of those studies used traits or appropriate norms of behavior as a basis. Those attempts were considered too difficult and inappropriate for use in Spanish America because of cultural and language differences.

The final design of the framework is divided into three parts: bibliographic information, individuals in the illustrations and the portrayal of society in the narrative. The researcher used this framework to analyze five primary school books from Venezuela and determine if the results obtained showed evidence of sex role stereotyping. After the results were presented and discussed, conclusions were reached as to the usefulness of the analysis framework.

The next step was to test the design by having an outside rater apply it to three of the books used by the researcher. The differences between the results obtained by the rater and those obtained by the researcher are discussed and analyzed at length. Basically, the ratings were alike and the questions were considered to be easy to work with and adaptable, with minor alterations, for use in other Spanish American countries.

The study ends with a discussion of the specific issues related to possible ways to expand this process by formulating questions keyed to specific areas such as economic participation, family portrayal, et cetera. A number of classroom intervention strategies are given to help people using this process to deal with the sex role bias at different levels in the educational system. Suggestions for further areas of research are also included.

51. Collaborative Programs in International Education: An Analysis and Appraisal
John Whipple Bing
1979
Chr: Dr. David R. Evans

This is a study of international collaborative programs in education, which, it is argued, are a particular consequence of global interdependence. The focus of this study is on programs developed by the Center for International Education, School of Education, at the University of Massachusetts (Amherst), in cooperation with counterpart organizations in three other countries.

A survey of U.S. foreign assistance programs is undertaken, with a special emphasis on programs involving U.S. colleges and universities. U.S. foreign assistance efforts are considered to have three distinct phases: The early period (to 1939); foreign aid and the politics of power (1939-1969); and the diversification of power--foreign aid and interdependence (1970-1978). A key finding is that the relative significance of traditional foreign aid programs is declining within the third phase as conditions of interdependence strengthen.

Theoretical issues in collaborative international programs are studied through a comparison of three approaches to the analysis of cooperative and conflictive behavior. The first involves an analysis of the prisoner's dilemma game; the second, a study of altruism; and the third, an analysis of behaviors in "commons" systems. An intergroup behavior matrix is developed and described.

The relationship of group cooperation and conflict to conditions of global interdependence is then explored. One finding is that cooperative enterprises require groups of relatively equal strength, equitable rewards for both parties, and guarantees against "cheating," or the attempt at unilateral gains through coercive behavior. Further, it is likely that collaborative programs are made possible under developing global interdependence, although such programs are not inevitable under these conditions.

Nonformal education programs in Ghana, Ecuador, and Thailand are reviewed to identify their fundamental components and their unique and common characteristics. Specific criteria and a working definition of collaborative programs are applied to determine what if any relationship exists between collaborative programs in international education and the values reflected in the materials, methods, and techniques produced by these programs.

Recommendations to improve the planning and implementation of collaborative programs are then made. Possible future directions in the development of collaborative programs are discussed, with emphasis on the need for institutions to adapt to conditions of global interdependence. With increasing fusion between issues in the domestic and international areas, there are urgent needs for corresponding increases in research and collaborative projects between U.S. universities and counterpart organizations in other countries on matters of common concern. However, it is noted that incentives at the federal level will be necessary to provide resources for expanded research and development efforts by American universities in the international sphere.

52. Labor Market Segmentation, Credentialism and Educational Development
Victor Manuel Gomez Campo
1979
Chr: Dr. Samuel S. Bowles

The main objective of this thesis is to analyze the ideological and political functions of the schooling process of certification of educational achievement through educational diplomas or credentials, as well as the most important educational development implications of this process, within a context of a highly segmented and hierarchical occupational structure, which is the result, primarily, of the basic social division between intellectual and manual labor, and secondarily, of the productive heterogeneity and differentiation created by monopoly capital investments in underdeveloped countries.

The process of certification of educational achievement (educational credentialling) is conceptualized in this thesis as performing a crucial ideological and polictical function for the reinforcement and reproduction of the dominant class structure, according to the nature of political relations between the different classes in capitalist societies, and more in particular in underdeveloped societies whose industrialization process has been dominated by monopoly capital investments.

The utilization by employers of educational credentials, or of the relative educational attainment level of the labor force, as requirements for employment in the different occupational segments, is analyzed as Capital's strategy in creating profound social and therefore polictical divisions among the labor force, first along the basic social division between intellectual and manual labor in the enterprise, and secondly between the different enterprises according to their economic, technological and organizational power. This division of the labor force is legitimized by the meritocratic and technocratic ideology associated with individual educational achievement, and is thus highly functional for the production of the dominant social relations of production.

From the perspective of the labor force, educational achievement and credentialling represents the most important opportunity for 'social qualification and distribution'; that is, for being separated into the spheres of intellectual or manual labor, and for obtaining the best positions in terms of income, autonomy, organizational power and social status in the former. Within the context of labor markets that are highly segmented along two general dimensions; first, between the spheres of intellectual and manual labor within each enterprise, and and also between different occupational categories within each of these shperes, and secondly, between the firms belonging to the monopolistic Center and the competitive Periphery; the probabilities for individual social and occupational mobility are strongly determined by the attainment of the relatively higher as well as the selected levels of educational credentials.

This social-economic context becomes a fundamental obstacle to educational reform since those social groups and classes with the highest social mobility aspirations are also those with the political power to influence in their favor the patternof expansion of public educational opportunities, and with the economic power to purchase private 'credentialling' opportunities. Consequently, the expansion of educational opportunities is concentrated at the higher levels of schooling, thus generating a continuing devaluation of the competitive advantage of educational credentials in the labor market competition and deteriorating then the social and occupational mobility probabilities of those with middle and lower levels of educational attainment, and most importantly, widening the social gap between the relatively schooled and non-schooled.

Finally, a proposal for educational change is presented whose objectives are, first, to gradually eliminate the monopoly of schooling over the realm of knowledge, thus also eliminating its control over the credentialling process, and therefore abolishing the aforementioned political and ideological functions of educational credentialling, and secondly, as a necessary and simultaneous complement, to gradually eliminate the credentials-based employment process in favor of a labor-controlled social organization of production, which would then facilitate the elaboration of the educational 'project' of the working class.

53. The Participatory Development of Materials and Media for Nonformal Education

John Paul Comings
1979
Chr: Dr. David R. Evans

This study first looks at the concept of client participation in development work with particular focus on nonformal education. This is followed by a specific analysis of client participation in the design, production, utilization and evaluation of nonformal education media and materials. This analysis is applied first to a project in Troy, N.Y. where officials from the State Health Department worked with members of their client population to produce a photonovel about community problems and rodent control. Then several shorter case studies are described and analyzed briefly, and the last chapter draws conclusions for planning evaluating and implementing participatory nonformal education media projects and offers suggestions about where further research should proceed.

The study contains a brief historical analysis of the concept of participation in development work and offers a new definition based, in part, on previous definitions developed at the Massachusetts Institute of Technology and Cornell University. This definition includes a matrix that is useful for planning, evaluating and comparing development projects from the viewpoint of participation. Five project types are presented that are based on the level of participation of the client group. These five types and the matrix are both presented in the general form for development projects and in specific form for nonformal education media projects. The study also presents, from the literature, an analysis of the resources necessary for participation in a project and the benefits that can result from that participation. These benefits and resources are also presented both in a general development context and a specific nonformal education media context.

The Troy project is described in detail following the matrix format. The benefits of the participatory approach in Troy are then discussed in terms of both the product and other aspects of the project. Finally an analysis is made of the types of resources needed by clients, media facilitators and content specialists. The shorter case studies are of participatory nonformal education media projects in North America, South America and Asia.

54. Processes of Transformation: Creative Formulation During Transition
Deborah Ruth Golub
1979
Chr: Dr. George E. Urch

Transition is an irrevocable condition of our lives which is exacerbated by the stresses of contemporary society. A number of factors contribute to the dissonance that accompanies modern man's physical and psychological uprooting. Among them is the fact that journeys of transition have been analyzed primarily by spectators rather than participants. These observers usually focus on the disorientation of the traveler's crisis instead of his overall continuity, and measure successful integration in terms of adaptation to the status quo which they themselves present. Voyagers have grown accustomed to viewing their own transitions as disintegrative and ignore the constructive potential for growth inherent in their changes.

This study examines two manifestations of the transformation process--transition and creative formulation--and explores ways in which the latter assists an individual in both understanding and resolving his transition dissonance. Part One reviews various models of change as outlined in the literature of migration, rites of passage, natural and man-made disasters, total institutions, concentration camps, schizophrenia, and journeys of the hero and the mystic. The author abstracts the common denominators of these diverse circumstances and proposes a generic "transition process."

This is followed in Part Two with another conceptual framework for understanding creative formulation.

Comparison of the two constructs indicates that transition and creative formulation are parallel processes whereby the traveler separates from a prior pattern of relating to the world, undergoes a profound turning, and re-emerges in the daily world with structures by which his experience is newly organized.

The study concludes that the creative process of generating novel forms is a powerful vehicle toward the resolution of transition discord and subsequent stimulation of creative energy. By placing difficult life changes in the contest of creativity, individuals can focus on the affirmative rather than disruptive dimensions of their transition. They can actively participate in change rather than passively tolerate it. They can recognize commonalities of experience, remember prior renewals, and feel their creative potency reaffirmed.

Activities are presented in order to illustrate one practical way that creative formulation might address transition dissonance within an educational context. Designed primarily for use among children experiencing geographic and cultural uprooting, the exercises are easily adaptable to other age groups and settings.

55. Nonformal Education as an Empowering Process With Case Studies from Indonesia and Thailand
Suzanne Kindervatter
1979
Chr: Dr. David R. Evans

This study develops a role for nonformal education consonant with recent thinking on Third World development: nonformal education as an empowering process. A consideration of nonformal education's relationship to the new concepts of development is particularly important today. The effectiveness of traditional models of development has been seriously questioned and new approaches have been been defined. As a development sector, nonformal education should adapt to these new definitions.

The first part of the study establishes a rationale for the role of empowering. The second part evolves both the concept and practice of nonformal education as an empowering process.

To build the rationale, the study begins by discussing new perspectives on the causes of underdevelopment and on the meaning of development, all of which is summarized by a concept called 'another development.' Next, the work of several institutions and individuals involved in conceptualizing nonformal education is examined in an attempt to discover a role for nonformal education which is consonant with 'another development.' The role which emerges is one that enables people to develop skills and capabilities which increase their control over decisions, resources and structures affecting their lives. For the purposes of this study, this role is termed "empowering" and the means by which the role is fulfilled is an "empowering process."

The concept and practice of nonformal education as an empowering process are developed through a number of stages. First, the general characteristics of an empowering process are deduced through a survey of four empowering processes: community organization; worker self-management/collaboration; participatory approaches; and education for justice. Second, the study presents case studies of two nonformal education programs, in Indonesia and Thailand, which are representative of empowering approaches. Third, the case studies are analyzed using the general characteristics of an empowering process defined earlier, as a means to identify factors and issues of particular importance to nonformal education.

In conclusion, the study defines the characteristics of nonformal education as an empowering process, discusses the potential and limitations of the approach, and suggests guidelines to program developers for creating nonformal education programs which promote empowering.

56. The Indigenous Education of the Basotho and Its Implications for Educational Development in Lesotho
Fusi Zacharias Aunyane Matsela
1979
Chr: Dr. George E. Urch

Ministeries of education in developing countries have from time to time received expressions of concern about the cultural irrelevance of their curricula or of some aspect of them. Many of these complaints or concerns came in after independence, as has been true in Lesotho. The survey carried out by the researcher in 1978 on the "factors which affect education in Lesotho primary and secondary schools" showed that the issue of cultural irrelevance was one of the most important of the negative factors reported. The report (not yet published) of the Lesotho National Education Dialogue and National Education Symposium (of 1977-78 and 1978, respectively) once again corroborated this concern. The research of this study was carried out in partial response to this concern in Lesotho.

The purpose of the study was two-fold: to describe and critically analyze the indigenous Sesotho education system in the context of indigenous Sesotho culture, and to deduce the utilization of certain aspects of the education system for dynamic education development in Lesotho. This purpose was achieved by investigating and describing the primary aspects of Sesotho indigenous culture and specifically the indigenous Sesotho education. Data was collected mainly in Lesotho from such sources as: the aged Basotho people, relevant literature, museums, artifacts, and others.

The six-item instrument of research used was intended to collect data about the content, clientele, instructors, goals, and policy of the indigenous education system.

The hypothesisto be proved/disproved by the results of data analysis were intended to establish the existence of anindigenous Sesotho culture and education and to find out whether the latter had a soundly-based, even if unwritten, curriculum complete with goals, content, methods, and techniques. To all these a positive response was registered.

Several important discoveries were made about the principal objectives of indigenous Sesotho education: these were to promote social introduction, good behavior, the pursuit of excellence, the value of practical work, care of the needy the national philosophy and outlook, and to provide basic requirements for survival.

Recommendations include the need for immediate improvement of national historic monuments and the development of museum and archival facilities, large-scale research and collection and safe-keeping of Sesotho oral indigenous traditions; research in and development of coordinated non-formal education programs and effective integration of these with formal education programs for the enrichment of both.

57. Informal Skill Acquisition in Africa: The Wayside Mechanic of Koforidua, Ghana
Stephen Douglas McLaughlin
1979
Chr: Dr. David R. Evans

This is a study of skill learning in an informal learning setting in Africa. The purpose of the study is to describe and analyze the nature of the skill acquisition process in one indigenous training system: the apprenticeship of the wayside mechanics workshops in Koforidua, Ghana.

The study first examines informal skill training from a broad perspective. The history of the West African craft workshop and its associated apprenticeship is traced. Several major themes in the literature on informal skill training in Africa are then discussed as they apply to structured training systems such as apprenticeships.

The second part of the study describes the specific setting of the wayside mechanic workshops and the general features of the apprenticeship system. Subsequent sections consider contextual factors which may have a bearing on apprentice skill acquisition. Case studies of several apprentice and master artisans are presented to illustrate personal experiences at various levels of the mechanics profession.

Finally, the learning/teaching process in the wayside workshop is analyzed intensively using dat gathered from general observation, structured interviews, and structured observation instruments. Apprentice skill competence is assessed through self-reports and administration of a mechanics skill test. Results are used to evaluate the effectiveness of apprenticeship training in fostering diagnostic skills and higher-order theoretical understanding. Several possible ways of enhancing apprenticeship training through supplementary training programs are suggested.

The implications of the study are of interest to educational anthropologists who are concerned with learning in traditional, naturalistic settings. The study is also significant for educational planners in that it calls attention to the strengths and limitations of building nonformal education programs around indigenous learning systems.

58. Education Planning for South African Refugees
Nana Ruth Mbelle Seshibe
1979
Chr: Dr. George E. Urch

Among the various problems which all African countries have to face in connection with their educational systems, one of the most difficult and currently unresolved, concerns curriculum planning for South African refugees. The increase in refugee demands for educational opportunities precipitated the development of this study.

This study attempts to discuss and analyze the functions and roles of the different agencies involved in the planning of refugee education in an attempt to increase understanding of the different variables which complement or negate each other in the planning of the curriculum for South African refugees.

The resource methodology for this study consists of four major sections. The first is the review and analysis of the literature from the early sixties (the period during which South African refugees evolved), until 1976, which was the highest exodus time. The second part of the research was through library research materials from the United Nations High Commissioner for Refugees, the University of Massachusetts, Harvard, Texas and Boston Universities. The third was interviews with South African refugees who participated in the refugee educational programs and the data were collected by means of participatory observer technique. Determining what are the policies and practices of various host governments, international agencies, private organizations and the Organization of African Unity in the planning of the refugee education.

That these agencies and the development planners of host countries do not coordinate their activities is the major finding of this study. The reasons for these discrepancies are difficult to enumerate, and some suggestions are presented in the areas of curriculum planning. These suggestions include: designing a curriculum that will consider political, economic, societal and social factors that would harmonize the planned educational system and increase cooperation among the curriculum innovators; and provide skills that will be applicable in refugees' host countries as well as in their country of origin upon return. In order to strengthen the education for refugees, host countries' curriculum should be constantly evaluated to see if its goals and objectives are in tune with those of the refugees.

It is also recommended that the refugee students' educational experiences be learner centered, to meet individual needs and upgrade deficient skills. Evaluation of the curriculum is also one of the major components of the curriculum planning, while continuous research will aid the planners to focus their plan using the data collected.

59. Community Education for Self-Reliant Development
Jane Kathryn Vella
1979
Chr: Dr. Horace B. Reed

Education programs for communities in Third World situations involved in development efforts are designed according to theories of both community education and socio-economic development. This study explores the design, implementation and evaluation of such programs through (a) a review of the literature dealing with selected theories of adult and community education and socio-economic development; and (b) through the analysis of a case study in community education for development in one of the nothern regions of Tanzania. Then a program in community education for a village, and a training program for adult educators, are described in terms of implementing guidelines derived from factors considered significant.

The history of both theory and practice in the field of socio-economic development since the end of World War II has led to a new realization that development is not only economic, but also self-reliant, growth. Statesmen, scholars and field workers are aware that development is an intensely complex process affected by economics, politics, sociology, law,culture, philosophy, theology and pedagogy. A development program that does not give priority to self-reliance can readily become part of the international and internal process of underdevelopment which involves the raising of the standard of some people at the expense of others.

Community education, defined as any organized educational activity that takes place within a community to meet the particular needs of the local people, can be a prime factor in the struggle for self-reliant development. However, the frequent failure of such programs to persist in the search for development and to bring about practical results is a major problem. Why do so many programs fail? How must an educational program be structured to serve self-reliant development in a community? What guidelines might be useful to community educators in Third World situations?

Based upon six questions that arose during field experience and that recurred during the analysis of the case study, these six guidelines are suggested for use in designing and implementing a community education program:

The person is central to the program.

Problem-posing approaches are most effective in achieving self-reliance in a community.

Participation must include all of the elements of the community and be used in all of the parts of the program.

The program must be part of a whole, that is, integrated into local, regional or national development plans.

The staff must be adequately prepared, with sufficient understanding of the socio-politicd -economic situation of the community.

The program of community education for self-reliant development is explicitly political, necessarily involved in the analysis of power in the community.

Both the content and the process of community education are considered in these suggestions. If the aim of such education is liberation, empowering people to be subjects and not objects of history, a process congruent with that aim is demanded. Content must not only be relevant, but must be derived from the life and experience of the people. This implies the educational approach of praxis, action - reflection - action cycles determined by the themes and priorities of the community.

60. Understanding Pictures: A Study in the Design of Appropriate
   Visual Materials for Education in Developing Countries
David Addison Walker
1979
Chr: Dr. David R. Evans

The human resources approach to national development has challenged educators to find ways of communicating with village people that do not rely on the written work. Pictures are being used increasingly as a way to deliver messages to illiterate groups. Recent cross-cultural research has shown, however, that many of the assumptions made about the kinds of information that can be delivered through pictures need to be re-examined.

Part I of the study sets forth the rationale for using pictures in nonformal educational settings and examines two current approaches to the problem of picture perception. The "constructive" theory maintains that pictures are inherently ambiguous and require active interpretation on the part of the viewer. The "registration" theory suggests that pictures give information which derives from the ecology of light. In this view the recognition of graphic depictions is considered to be a fairly passive matter and a gift allowed us by the environment. The evidence of cross-cultural research in picture perception which gives support to each of these positions is reviewed.

Part I also discusses cross-cultural studies of intelligence and examines a body of literature which demonstrates that the intellectual demands of village life are often such that they do not stimulate some of the higher cognitive processes identified by Piaget. The author takes the position advanced by Piaget and Vygotsky that the development of conceptual awareness advances from an intuitive level to one of conscious understanding. Bruner's thesis concerning three modes of learning is also discussed. The traditional modes of learning in village settings are enactive (learning by doing) and iconic (learning by modeling). Symbolic learning, which is learning by being told, usually takes place out of the context of ongoing action and, as such, is a radical departure from traditional practice. Like written language, pictures provide a form of symbolically coded experience, and in many cases the learner must be consciously aware of the cues of pictorial expression and how they are used in order to properly decode their meaning.

Part II details an empirical study carried out in Nepal with four samples of adult subjects: villagers with no schooling, villagers with some primary or secondary schooling, workers in a furniture factory in the capital city of Kathmandu, and students at Tribhuvan University's Institute of Engineering. A series of sixteen experiments was carried out. The abilities tested were the recognition of depicted objects, the understanding of spatial relationships in concrete situations, and the comprehension of pictorial space. In an effort to avoid introducing arbitrary graphic conventions, photographs and line drawings based on photographs were primarily used as the pictorial stimuli. The recognition of familiar objects in pictures was found to be a great deal easier than the comprehension of pictorial space. The village samples showed a generally poor understanding of euclidean and projective relationships both with regard to real objects in interpreting pictures. The furniture factory workers and the engineering students performed at higher levels on all experiments showing that environmental influences or specific experiences of some kind are important both in the development of spatial abilities and in the understanding of pictorial space. On the other hand, topological relationships in pictures were easily grasped by almost all of the villagers.

The author concludes that perspective information was understood at only an intuitive level by the majority of the villagers tested and could not be consciously applied to the interpretation of spatial relationships in pictures. Projective information was consistently interpreted topologically by most of the village subjects. The author suggests that the recognition of familiar objects in pictures is largely an ability which does not require special learning but that the interpretation of pictorial space is an active process which calls for conscious awareness of projective principles. Recommendations for the design of visual materials for use in nonformal educational settings are made.

61. Action Research and the Participatory Process in Rural Community
The Effort Under Way in Thy
Roshan R. Billimoria
1980
Chr: Dr. David R. Evans

At its most elemental, this study recounts and analyzes an attempt, a local community initiative, to weld concept and concern to everyday practice.

As such, the focus is upon an experience in rural transformation, interpreted against a larger conceptual backdrop: the contradictions at work among current approaches to local development, rural education, and international collaboration; and in turn, the search for more integrated emphases in these spheres.

Despite the growing inclination of planners and programmers to look beyond the quantitative, top-down indicators of their trade to the actual participants themselves and to the settings in which this quiet drama actually occures, a review of the literature reveals very few experiences translating such intent into impact. Scarcer still, one finds, are the internalized analyses: accounts reflecting the perspectives, the assessments, the aspirations and not least, the initiative, of the prime actors themselves. It is this situation which prompts the related questioning: Nonformal education--for what? For whom? And by whom?

The Thy Project, this study asserts, is rooted in these very concerns, and represents a fragile, internal response to some of the clouds hovering over the horizon for today's rural policymaker and practitioner alike. The initiative did not spring full-blown from the brow of some inspired academician or adviser. Rather, it sprouted slowly and somewhat unevenly form within an isolated, rural community, Thy, in north-westernmost Danish Jutland. The initiative was an effort involving up to a hundred local residents over its five years of crystallization and development and drawing in, from time to time, a handful of international "learning partners" from developing communities elsewhere on work-themes of common usefulness and concern.

The central idea was, and remains, to forge a grassroots link between the local and the global and to make use of the region in its entirety--as both learner and teacher in a process of action-research: evolving from within the learning methods and materials, the structures and analyses called for in an educational undertaking initiated "not by the experts, but by the people who themselves must act."

The study falls basically into three parts. The first of these opens with an introduction to the questions being asked through the investigation and the sources consulted in the process of looking from the answers. The discussion then turns to the methodology of action research and participant-observation used in the formulation and development of this study, as an approach that deliberately mirrors the process under way within the Thy initiative. We move next to the conceptual impulses that gave birth to the initiative and from these to a chapter detailing the actual components of action research and the participatory process as the enabling tool to translate sentiment into strategy.

The study's second part concentrates on the work under way in Thy--its physical setting; its beginnings and subsequent developments and proceeds to an analysis of the who's, what's, and how's constituting the program-in-practice.

The final section of the study looks outward again through an interpretation of the experience, looking to the Thy Project and beyond in a consideration of the salient characteristics and possible implications of such an effort and the unanswered questions which surface. In concluding, the study suggests several tentative pointers which such a project may have provided on the road to people-based initiatives and analyses of endogenous development, rural education, and consonant patterns of international collaboration.

62. Education of Tibetan Refugees: Characteristics and Conditions of Learning Environments in Selected Tibetan Schools in India
Tenzing Chhodak
1980
Chr: Dr. Robert L. Sinclair

The purpose of the study was to assess the curriculum and instructional conditions in selected Tibetan refugee schools in India. To this end, a set of the educational objectives for Tibetan schools was generated and defined. Next, the existing curriculum and instructional conditions in sampled schools were described. Finally, the researcher examined how well these objectives were being met in the schools for Tibetan refugees. Specifically, four research objectives guided the study:

1. To establish institutional objectives for Tibetan schools in India.

2. To identify general curriculum conditions in Tibetan schools.

3. To determine the extent to which the schools are presently reaching the established objectives.

4. To present recommendations for curriculum and instructional improvement and for change in administration.

The research design had three phases: the generation of objectives; the development of research procedures; and the field study. For the purpose of establishing the objectives, an analysis of literature representing both the Tibetan traditional education and modern education was undertaken. This analysis was strengthened by information from interviews with a variety of Tibetan teachers, scholars, and officials. The research procedures were designed with a view to assessing the objectives. The primary research instrument was a student questionnaire which was administered to 526 students in six Tibetan schools during a period of four months in India. Students sampled ranged from grades eight to twelve with three grades in each school. In addition to the questionnaire, the field study included participatory observation and interviews with 30 teachers/administrators and 54 students randomly selected from the sampled schools.

The research findings indicate that the schools are uneven in their achievements of the established objectives. On the whole the physical settings are adequate. The administration is encumbered with problems of unnecessary bureaucracy and management in a context of centralized rules and regulations. Although there are few discipline problems with students, the administration functions as a disciplinarian instead of nourishing an academic environment. The curriculum is classic liberal arts, emphasizing the humanities and strongly reflecting an upper class outlook of a colonial system of control.

The specific findings demonstrate that sampled schools lack adequate vocational education in the regular program. Objectives of Tibetan culture, traditions, and Buddhism received higher percentage scores. However, the science and mathematics objectives recorded relatively low scores which implies that objectives related to modern subjects are not met as well as is claimed by authorities. The accomplishment of nonacademic objectives is similar among the schools. It was thought that the centrally designed syllabus produced this similarity. However, the research findings suggest that similarities, resulting in an atmosphere of repetitiveness, is caused by the centralized nature of school administration.

Following are four recommendations for improvement of Tibetan refugee schools:

-Improve science and mathematics curriculum by starting the subjects in the first grade; updating science facilities and materials and making them available at all grade levels; and conducting additional research to determine the quality of science and mathematics curriculum.

-Improve classroom instruction by altering the present teaching methods; changes can be made in this situation by introducing more active student involvement in learning.

-Increase the number of native speaking teachers and equally distribute these teachers throughout modern subjects and, especially in the higher grade levels.

-Alter the present administrative structure to achieve all other improvements; organizational change is required throughout the administration.

This study shows that a quality education, balanced between meeting the needs of modern society, on the one hand, and the needs of individuals and their communities on the other, will be the direction of the future for Tibetan youth. We in education must be knowledgeable about current conditions in Tibetan schools and be prepared to provide the leadership that will result in constructive reform.

63. A Tale of Two Barrios: Educational Implications of Community Liberation-Development
Sister Mary Fe Collantes, O.S.B.
1980
Chr: Dr. David C. Kinsey

In the first instance this is a descriptive study of the concepts of development and liberation in general, and an analysis of their specific applications in the community development and community building programs of two barrios (villages) in the Philippines. Secondly, it presents a conceptual synthesis for a community liberation-development approach as well as a design for community-building education to initiate this concept.

The methodological approach combines a critical survey of the literature, with particular reference to Philippine community development, and an exploratory field study of two barrios. The conceptual formulation of a comprehensive community liberation-development synthesis, and its educational implications, is derived from the literature and field studies.

The review of literature reveals the differences between development and liberation concepts in general, as well as their applications in the government's community development program and the Church's community building project in the Philippines. The results of the participatory assessment made by the people of the two barrios also indicate marked contrasts between them. As hypothesized, the participants in the two cases differed in their perception, assessment and vision of community development.

A deeper analysis of and critical reflection on the findings showed strengths and weaknesses of both. The stress on material improvement and self-reliance in the community development approach, as well as the emphasis on structural transformation based on people's participation in the community building approach are both the needs which the respondents expressed during the interview-dialogues with them. An exclusive emphasis on these as the only alternatives and the exaggeration of their potentials, has in the past led community development to become "developmentalism" and the community-building to become "liberationism." The result has been continuing underdevelopment.

The proposed synthesis, a comprehensive community liberation-development concept, is conceived as a dynamic ongoing process which matches the yearnings for self-actualization with liberating societal structures. The goal is that all men and women can grow as persons while they create a community, and the community can flourish as it liberates, nourishes and challenges its members. As an initial step towards this goal, the study suggests a specific community-building education strategy and program. This pilot project should not only help to initiate the synthesis but would also test its validity and feasibility.

64. Learning Styles: Knowledge, Issues and Applications for Classroom Teachers
Patricia O'Rourke Burke Guild
1980
Chr: Dr. David R. Evans

Teachers have always known intuitively that people learn differently. But few teachers are familiar with the formal work in the area of "learning style" and "cognitive style" describing the different characteristic learning patterns among people. Formal research interest in this area began with German cognitive psychologists in the early 1900's, but it is only in the past two decades that research has proliferated and educators have become actively interested.

Knowledge about learning styles is very important for elementary and secondary teachers especially in their efforts to individualize instruction. But, at present, the knowledge is extremely diverse, often untested and ultimately inaccessible to teachers. This work is an initial effort to critically examine the field for implications about learning styles for teachers. It analyzes the literature to identify appropriate information for teachers, presents this information as a set of guidelines, and suggests classroom applications.

Learning style and cognitive style definitions are grouped into those that discuss cognitive processes; those that describe learner behaviors; and those that include both areas in a comprehensive definition. Cognitive processes defined by Witkin, Kagan, Reinert, and others, include perception, acquisition of knowledge and conceptualization. Learner behaviors as distinct patterns of student preferences are described by the Dunns, Rosenberg, Renzulli and Smith, and others. Gregorc, Hill, Kolb, and others define a person's learning style in a comprehensive way as the integration of both cognitive processes and learner behaviors. All agree that people have individual, characteristic patterns of learning which are pervasive and consistent and can be described as their styles. This work describes several specific kinds of learning styles, but suggests that choosing among the large number of labels currently used is not necessary for teachers nor essential for classroom applications.

The work suggests five guidelines for classroom teachers:

1. People have different ways of learning which can be defined as their individual learning styles;
2. Learning style characteristics can be assessed and identified;
3. Learning style characteristics affect people in a variety of ways and many factors affect a person's learning style;
4. Learning style theory has important implications for classroom learning and instruction;
5. Teaching styles exist and affect learning styles and learning outcomes.

This work suggests that teachers must consciously accommodate learning styles in the classroom through provisioning or a "styleflex" method. Formal matching of learning styles to instructional techniques and/or materials is discussed but not recommended. Examples are given to suggest directions for actions in the classroom.

Although the field is still emerging and new ideas are added regularly, this work concludes that there is currently sufficient knowledge about learning styles to guide the classroom teacher.

65. Lifelong Education for Rural Adults: Problems and Planning Considerations for the Central Region of Thailand
Kla Somtrakool
1980
Chr: Dr. Horace B. Reed

The main purpose of this study is to look for an educational approach which is appropriate for the rural adults in the Central region of Thailand. Almost all Thai adults who are over 30 years of age have few opportunities to participate in the educational system due to the limits of available resources and the nature of present educational methodology. Currently these adults have to rely on the undependable learning approach of informal education.

Looking closely at the human conditions of those who live in the romote areas and have never attended any formal schooling, some Thais are able to survive and to adjust themselves to the environment with peace and harmony. There are the potentials to learn about their environment through nonformal and informal learning activities.

In order to investigate the activities which already exist and are relevant to the adult's needs in the Central region of Thailand, a field survey was conducted in a sample of 40 villages of 10 changwats (provinces). Three hundred and fifty selected adults and 48 development workers and administrators were involved in the interviews.

The questions asked of the village group can be divided into two categories: the fundamental questions and the suggestive questions. Fundamental questions consisted of asking the following: the villager's educational background; their reasons for dropping out of school; their opinions about lifelong education; their interests and reasons for going back to school and studying again; and their interests in attending a short course of training.

According to the collected data, the majority of the villagers finished their schooling at grade 4 because most had to help their parents work in the field. Almost all the adults see lifelong education as necessary for adjusting themselves to their future lives. However, from the data collected, the causes for the low participation rate of the over-30 year old adults in formal and nonformal learning programs are: the adults think that they are too old to learn in school; they are too busy in their work; and the content and methodology of these programs are not appropriate to their age.

The suggestive questions revolved around the fact that rural adults learn skills and knowledge through the informal learning approach, though not always effectively. Therefore, this study collected suggestions from the adults about the possiblity of using monk's activities; movies and plays; village meetings; traveling; and mass media (radio, television and newspaper) as lifelong learning approaches. From the data the majority of the selected adults see these activities as having a high possibility for use as lifelong learning approaches. However, there is some controversy regarding the use of monk's activities: should the monks be involved in mundane life, or only concentrate on religious affairs. Some people also disagreed about the use of movies and plays: should they be purposeful for learning or used only for fun.

The last part of the study addresses several problems and planning considerations for implementation of this approach. One of the most important factors that the planners should be aware of at the planning stage is "coordination" among concerned agencies.

66. A Flexible Module for Staff Development in Nonformal Education in Thailand
Somprasong Withayagiat
1980
Chr: Dr. Horace B. Reed

This study focuses on the elements which must be considered when formulating a flexible staff development training program for nonformal education in Thailand. The structural and philosophical frameworks which contribute to the design, development and implementation of such a program for nonformal education are explored.

The review of the literature examines staff development and nonformal education and the linkages that occur between the two concepts.

Primary sources were predominantly used when examining the existing staff development modules being used in Thailand. Those modules developed by staff of the Department of Nonformal Education as well as modules development by other agencies qive a cross section of various staff development attempts in nonformal education.

The contextual elements surrounding the staff development efforts were researched and an attempt was made to see how the socio-economic, political and educational factors of Thailand have an effect on any program that might be developed. Also a study of the individual Thai personality is made and the implications of these characteristics on training activities and content.

A needs assessment was conducted with the personnel in the Nonformal Education Department at all three administrative levels: the Central Office in Bangkok, the Regional Nonformal Education Centers and the Provincial Lifelong Education Centers. This in-depth study provided many ideas on relevant information that must go into the planning and implementation stages of the staff development module.

The design of the module is developed in units. The units articulate the goals, objectives, abbreviated content, activities, staff requirements, time allocations, resources, and evaluation. The module is flexible because it is divided into core and alternative or elective units. Each unit is independent and can be used partially or fully to respond to the needs of the various trainees.

The study concludes with recommendations for further use of the staff development module and a description of the application of the study to other situations.

67. Muslim School Planning in America: An Anlaysis of Issues, Problems and Possible Approaches
Kamal H. Ali
1981
Chr: Dr. David C. Kinsey

This is a study that analyzes the planning and the operation of fulltime, alternative Muslim schooling in the United States. It begins by establishing the historical background of the Muslim school environment. An historical overview traces significant events in Islam relative to the development of the American Muslim orthodoxy. The overview describes the origins of Islam in Mecca, its subsequent spread through Africa, the arrival of Muslim slaves in the New World and, finally, the origins and activities of pseudo-"Islamic" cults which preceeded the ascension of the indigenous Muslim orthodoxy.

The characteristics and the theoretical implications of Islamic Law to Muslim educational development are examined as an introduction to the analysis of three Muslim schools selected for case study. The schools are:

Madrassah tush-Shaheedain
1204 Bedford Avenue
Brooklyn, New York 11216

Islamic Institute
1560 St. John's Place
Brooklyn, New York 11231

Islamic Community Center School
325 N. Broad St.
Philadelphia, PA 19107

Each of these schools is a full-time alternative to traditional public school education and, in each case, the educational plan is to merge western and classical Islamic school goals.

Achievement of an educational synthesis that is derived from combining western and Islamic approaches is seen as the overarching goal of the Muslim school movement in America. Accordingly, the implications of educational synthesis to school planning and function in the areas of academic programming, school organization and administration, school finances, and school-community relations, are examined in detail. Analysis of the practical issues relating to emerging planning problems, constraints and needs in the three cases forms the basis for suggested planning approaches aimed at supplying remedies for specific problem areas. An agenda for continued research in Muslim education is included in the closing remarks of the study.

68. Why Abu Can't Read: A Critique of Modern Literacy Doctrine
Stephen Anzalone
1981
Chr: Dr. Peter H. Wagschal

This study takes as its starting point the inadequate understanding of the failure to achieve popular adult literacy in developing countries throughout the world. Its focus is on the concepts that explain this failure and that underpin international policy prescriptions for corrective action.

The study frames a notion of modern literacy doctrine as a representation of the collective wisdom supporting an international consensus that believes it is both desirable and practicable for adults to learn and write in settings outside the classroom.

The study then traces the historical development of modern literacy doctrine. This progression, it is argued, began in nineteenth century Europe and North America with dilemmas about education for poor people. These nineteenth century dilemmas, it is further argued, were reproduced in colonial territories, shaped by the literacy campaigns of this century, and culminated in the present version of modern literacy doctrine in which literacy has become correlated with national development.

The content of modern literacy doctrine is explored. The four principal tenets of modern literacy doctrine are presented and challenged. These tenets maintain that literacy is an appropriate "minimum" educational experience for adults, that literacy's importance is determined in relationship to various "other uses," that it is useful to distinguish literacy that is functional, and that literacy activities may be conceived and undertaken with little reference to likely results.

The content of modern literacy doctrine is then examined in light of a body of research on literacy. This includes works by Jack Goody and Ian Watt, Daniel Lerner, Jerome Bruner and Patricia Greenfield, David Olson, and Sylvia Scribner and Michael Cole. The study takes issue with some of the conclusions found in these works.

The study then examines the notion of decontextualization, or thinking and learning out of context, and the assumption that this accompanies the acquisition of literacy.

By way of conclusion, the study assesses the future of adult literacy in developing countries. Various trends are identified that, it is believed, will lead to a break-up of the international consensus on adult literacy and a dissolution of modern literacy doctrine. Finally, the future of adult literacy is viewed in the light of possibilities offered by developments in technology.

69. Intercultural Perspectives in Music Appreciation: A Survey of Five-College Textbooks

Beverly Holmes Gartin
1981
Chr: Dr. George E. Urch

The purpose of this study was to assess the intercultural perspectives provided in the Five-College music appreciation textbooks and the relationship of those textbooks to the courses in which they were used. The Five-College consortium of Western Massachusetts--Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts--provided the context for the study. The study also included an exploration of ways in which the textbooks and courses might be developed further to increase their potential for promoting intercultural concerns among students.

Five research questions guided the study: 1) What does the literature suggest as to the rationale for including intercultural dimensions in music appreciation textbooks? 2) What is the scope and content of intercultural material included in the textbooks? 3) What is the context for music appreciation textbooks in the Five College consortium? 4) How do the textbooks relate to other factors in the music appreciation courses? 5) What needs to be considered if the intercultural perspectives are to be developed further in such textbooks and in the courses in which they are to be used?

A set of thirteen anthropologically-inspired criteria were developed along with a data-collection instrument designed to assess the intercultural perspectives in music appreciation textbooks. Five-College music appreciation instructors were interviewed to help determine the use of the textbooks and the relationship of intercultural perspectives in the textbooks to those provided by the instructors. Data was collected concerning enrollment, alternative music courses for non-majors, and general information about courses and the instructors.

Review of the literature and the data led to identification of needs and constraints surrounding the issue of interculturalizing the music appreciation textbooks and courses. The five areas around which needs and constraints were identified are 1) music, 2) instructors, 3) textbooks, 4) institutions, and 5) students. Alternatives for addressing the concerns were made implicit in the statement of needs and constraints.

70. Language and Identity in a Cross-Cultural Context: An Exploratory Study
Isabella Halsted
1981
Chr: Dr. David C. Kinsey

This study concerns the cross-cultural experience of persons who learn the language of a dominant/prestige culture but are from other linguistic and cultural backgrounds. Its purpose is to explore the nature, interaction, and significance of factors which may affect language learning and personal or cultural identity in this process. In contrast to current behaviorist views and mechanistic practices in language education, this study assumes that an enriched awareness and understanding of the complexities involved in such language learning will indicate what needs to be considered by educators in order to improve language mastery as well as personal and cultural integration.

Because of the preliminary state of knowledge about the language learning process in this context, the study is an intensive exploration of a limited number of personal cases. It was conducted through informal and open-ended interviews with six adult professionals--two each from Africa, Asia, and the United States. All of them are bi- or multi-lingual and are demonstrably successful by standards of Western education, but are originally from backgrounds outside the prestige culture in their respective societies.

The interviews focused on issues that are reflected in the organization of the study. Following an introductory overview of issues and needs, Chapter Two addresses the question of motivation as influenced by the perceptions of the dominant culture and expectations of the promise of education initially brought to the learning experience. Chapters Three and Four concern the nature of the learning experience as this affected language acquisition and cultural identify, in the context of contrastive out of school features. Chapter Five looks at the effect of the experience on self-identity in relation to mastery of the new language.

The concluding section of this study, Chapter Six, shifts perspective to what the educator brings to the cross-cultural learning situation and suggests the need for an examination of attitudes, objectives, and understandings. It points up specific problems for learners brought out by the study. Finally it suggests means by which the learner's own language and cultural and personal experience may be explored and affirmed in the course of learning the new language.

71. The Preparation of Bilingual Vocational Instructors: A Strategic Analysis
Alan Hurwitz
1981
Chr: Dr. David R. Evans

This study represents an overview of bilingual vocational instructor training activities in the United States and of the situation which has led up to these activities. It examines eight programs around the country, including one in depth, with regard to the various strategies employed to recruit, train and assist persons to provide bilingual vocational instruction. Through examining these activities the study discusses the effects of the various strategies. These effects include the difficulties of implementation as well as the programs' success in developing personnel who are capable of providing bilingual vocational instruction.

The study begins with an overview of the situation leading up to the need for increased numbers of bilingual vocational instructional personnel. It discusses the various other-than-English language groups in the United States, the growth of regular bilingual education activities, and significant legislative developments affecting the provision of vocational and other educational services to limited English proficient students. It provides an overview of current bilingual vocational programs according to their various sources of funding. The various types of programs are discussed with regard to their differing needs for bilingual instructional personnel. The study then describes the role of bilingual vocational instructor through its bilingual, vocational, and instructional components, in preparation for a discussion of the existing training activities.

The eight programs differed significantly in the bilingual, vocational, and other qualifications required of those who enroll. They also differed with regard to the curriculum offered, and the post-program plans for enrollees' putting their new skills to use. These aspects of a program comprised its basic approach or strategy for developing additional bilingual vocational personnel. Programs also differed in their training schedules, incentives offered to participants, staffing and organization, resources available, and funding and grantee institutions, among other factors. They also varied in the difficulties which were encountered and their ultimate results. Projects are described individually and in the context of specific programmatic issues. Projects discussed include those of the China Institute of New York, Consortium C in Texas, and Emily Griffith Opportunity School in Colorado, which are funded by the federal government and those of Central Connecticut State College, Georgia State University, and Illinois State University, in addition to the Fitchburg State College Program in Massachusetts, which are funded by their respective states. Areas addressed include recruitment, training, post-training, and program management.

The study concluded that to be effective in developing bilingual vocational instructional personnel a program strategy must be consistent, both internally and with regard to the external environment. Questions which could be used to test for this consistency include the following: for internal consistency - 1. Does the combination of initial requirements for enrollment plus successful completion of the training prepare a participant for the role envisioned? 2. Do the requirements for enrollment ensure that a participant has a good chance of successfully completing the training? 3. Are individuals who meet those initial requirements likely to be available for the training schedule planned? 4. Will individuals with those initial requirements want to pursue positions in the post-training role envisioned by the programs? And with regard to the external environment - 1. Are there sufficient potential participants accessible to the program who meet the requirements sought? 2. Are there sufficient appropriate staff, materials, and other resources available to provide the necessary training? and 3. Are there actual or potential possibilities for participants to utilize their bilingual vocational skills in present or future vocational positions?

72. Life Science Curriculums in Kenya: A Study of a Secondary
School Science Project Biology
Michael Kipkorir Koech
1981
Chr: Dr. George E. Urch

Purpose. The purpose of this study was to examine the implementation of the SSP Biology in five provinces of Kenya and its relationship to the examination system.

Procedure. Factors affecting the implementation of the SSP Biology course were identified through relevant literature and interviews with Kenyan educational policy makers. Only the SSP Biology course development and its implementation in Kenya since 1965-1980 was examined.

The SSP Biology secondary schools were selected utilizing criteria developed by the researcher. The instruments used in collecting data in this study included the following: 1) student questionnaires, 2) teacher questionnaires, 3) interview/questionnaires for educational policy makers and program personnel and 4) personal observations. All the instruments were designed and developed by this researcher. These facets were examined and analyzed: 1) patterns of the SSP Biology course implementation: i) the teaching method, ii) objectives, 2) factors affecting the implementation of the course: i) teacher training, ii) science equipment, iii) national examinations and curriculum, and iv) attitudes towards the SSP Biology course.

Findings. The data-collecting instruments revealed several common factors affecting the implementation of the SSP Biology course. First, the positive factors:

- Congruity between the SSP Biology course objectives and the national exams objectives;
- High teacher interest in the heuristic teaching method;
- Generally positive attitudes toward the SSP Biology course.

Second, the impediment factors were:

- Inadequate teacher inservice training in the heuristic method;
- Inadquate supervision and follow-up of teachers by the Inspectorate;
- Exams-dominated system pressured teachers to teach to the exams;
- Inadequate supply of science equipment and curriculum materials;
- Excessive difficulty of some units and shallowness of other units;
- Lack of consistent involvement of teachers in the development and revision of the course.

73. Learning through Pictures: A Study of Cultural and Cognitive Aspects of Visual Images
James Mangan
1981
Chr: Dr. David R. Evans

The positive value placed on education worldwide has made nonformal education efforts for rural village populations in less developed countries increasingly important. At the same time, evidence indicates that unschooled, illiterate learners may not possess certain skills necessary for understanding visual images.

Chapter I of this study analyzes pictorial representation in terms of cultural conventions which may differ from one culture to another. Methods of portraying three dimensional space on a flat surface may vary culturally, as do the symbolism and connotations of visual images. These factors can influence the understanding of images intended for educational purposes.

Chapter II reviews literature on culture and congnition and presents several hypotheses with regard to recognition, understanding of proportional information, and comprehension of mechanical motion in pictures. The setting and sample of test subjects who took part in the empirical study to test the hypotheses are also described. Testing was conducted among unschooled, illiterate adults in three rural villages in Indonesia, and among urban students of much younger average age in two schools in the city of Surabaya.

Chapter III contrasts the findings of a test of proportional reasoning presented in two visual formats. The ability to derive proportions using visual images was tested with an abstract bar graph format presumably unfamiliar to illiterate adult villagers, and with a more concrete format which presented the same proportions in terms of the commonplace task of deriving the price per pineapple throughout a series of photographs. Performance of illiterate rural adults on both tasks was compared with that of literate urban students.

Chapter IV presents the findings of four tests dealing with interpretation of mechanical motion from a photograph. Recognition of a cogwheel apparatus designed and built for this study is analyzed for both rural and urban subjects. Recognition of the purpose of an arrow intended to point out direction of rotation is compared. Ability to perceive direction of rotation from a photograph alone and, finally, ability of both literate urban and illiterate rural subjects to perceive direction of rotation in the photograph after operating the real apparatus are compared.

Chapter V summarizes conclusions of the empirical portion of this study and presents a series of steps based on the findings of this experiment which are intended to assist in the design of appropriate visual images for nonformal education learning materials to be used by unschooled village populations.

The author concludes that proportions presented in visual images are more easily understood when shown in concrete, familiar formats, and that illiterate villagers are in general less able than urban students to reason proportionally even when using clear images designed to reflect a common activity. Recognition of the cogwheel apparatus was also more difficult for illiterate rural subjects, who tended to interpret it as a concrete item from their environment. Students tended to label it in terms of its membership in an abstract class of items. Ability to recognize the purpose of the direction pointer seems to be very closely associated with literacy. Finally, both groups performed better at interpreting mechanical rotation in the photograph after having an opportunity to operate the actual apparatus shown.

The author concludes that there are both cultural and cognitive limitations to the ability to understand pictures. These limitations must be taken into account when designing learning materials for rural villagers.

74. Women Job Seekers in Bauchi State, Nigeria: Policy Options for Employment and Training
Carol Melvina Martin
1981
Chr: Dr. David R. Evans

For most females in nothern Nigeria, and specifically in Bauchi State, primary education is still terminal. Alternatively, a vast majority of women enter the informal sector of the private labor market known for providing options in self-employment or occasional wage labor, areas of marginal productivity. As the private sector expands, not only have training schemes and the allocation of jobs tended to favor males, but also socio-cultural complexities have restrained women from participating in certain modernization and industrial developments in their economies. Social constraints as well as limited access to employment-oriented training have essentially entrenched women in the marginal confines of the labor market.

Little attention at the planning level has generally been given to women's skill development vis a vis the private sector in Nigeria. This inattention can be viewed as a training issue as well as the effect from attitudes expressed at the planning level, compounded by an inadequate data base.

This study explores how women with a basic education find jobs, and what social factors appear to influence this process. The perceptions of government planners and private sector employers about the factors influencing this process are also examined.

Chapter I introduces the problem in the context of nothern Nigeria. A literature review in Chapter II discusses common patterns of the African school leaver problem in terms of employment accessibility and training options. The review also analyzes some traditional oversights in planning women's vocational training in Nigeria. Chapter III presents a history of education for women in nothern Nigeria and the present-day employment opportunities for them in Bauchi State. In Chapter IV, an account of the women's successes and failures in acquiring work and training is presented from field interviews which were conducted with 121 women from an urban and a district center. Chapter V portrays the viewpoints of fifteen government planners about the private sector's capacity to employ and train young women. Also, the views of ten private employers concerning the hiring of young women are presented.

Chapter VI presents findings and recommendations. Findings suggested that permissions, granted by parents, relatives or spouses, for women to work reflect needs for financial support; working women including those with some training desire to switch to public sector occupations; parents and spouses strongly influence women's work choices. Perceptions of planners displayed general realistic understandings about social factors influencing young women, yet gave preference to female-specific trades. Planners expressed caution about soliciting private employer supports. Employers expressed negative attitudes towards women's work performance compared to the working women's positive self-appraisal of work abilities.

Basic implications from the study are: the perceptual differences between the three groups necessitate data gathering about women's access to opportunities; planning needs to consider broader employment-oriented skill needs to consider broader employment-oriented skill needs of women other than in the sex-specific, low-skill trades, thereby enabling transition from informal to formal sectors of the private labor market. A broader definition of what constitutes viable employment for women in the context of Muslim and Christian communities of Bauchi State would lead to less rationing of opportunities for women, generally.

Recommendations are given imploring planners to consider the following in developing both their data base and final plans: employment potentials in the private labor sector, social factors influencing women's entry into employment, and types of training designs.

75. Factors Affecting the Implementation of Secondary School
Science Curricula Programs in Kenya
Ephantus Mwiandi Mugiri
1981
Chr: Dr. George E. Urch

Science is considered an important element of all secondary school education in its relationship to national development. Numerous innovations have been made for the improvement of the quality of the secondary school science curriculum in Kenya over the last fifteen years. Science curricula programs are being implemented to varying degrees in schools. The purpose of this study was to identify and analyze the factors that affect the implementation of secondary school science curricula programs in Kenya over this period. Issues and problems in the development and implementation of science curricula programs in the physical sciences were identified and analyzed through a literature review, visits to schools and interviews with scientists educators, teachers and administrators.

Five research questions guided the study. These were:

- What does the literature suggest concerning science curriculum development and implementation?
- What are the orgins, objectives and present status of curricula programs in Kenya?
- How are the prescribed science curricula programs actually being implemented in secondary schools?

- What are the factors apparently affecting the implementation of secondary school science curricula programs?

- What is the relative influence of these factors in the implementation of science curricula programs?

The research design consisted of three phases: a literature review, development of research procedures, and field study. An extensive and intensive literature review was conducted on the development and implementation of science education in Kenya for the last fifteen years. Further information was collected through interviews with policy makers, educational administrators, curriculum developers, inspectors, school headteachers, and science teachers. Schools were visited and observations made on the adequacy and utilization of science teachers' resources in the schools.

The research findings in this study indicate that there were at least five major categories of factors affecting the implementation of secondary school science curricula programs. These were: policy and administration for the implementation of programs; institutional organization and administration; adoption and adaptation of science programs to meet institutional requirements and students' needs; the instructional programs themselves; and quality of science teaching resources available in schools. These factors were further condensed into three major clusters on the basis of the nature of their influence. These clusters were: policy and decision making; course content, teaching mehtods and science teaching resources; and the learning environment.

Recommendations for the implementation of science curricula programs were made. The recommendations were directed to policy makers, teaching training institutions, school administrators, science teachers and researchers. The specific recommendations point out: the need for clear policy, decision making and communication on the implementation of science programs; the need for the consolidation of science syllabuses into an integrated series of courses or syllabuses catering to the learning needs of all students; need for continuous teacher training through pre-service and in-service programs; the need for adequate provision and utilization of teaching resources in the schools; the need to carry out research on the effectiveness of the implementation of the various science programs in schools. A final recommendation pointed out the need to establish systematic information collection and retrieval systems to assist in the development and implementation of programs.

76. A Proposed Model for the Operation of Schools in the Imo State of Nigeria: A Collaborative Basis Between State and Church
Raphael Nwafor Njoku
1981
Chr: Dr. Harvey B. Scribner

This study concerns itself with the Imo State of Nigeria, its past practices in education, and what the researcher believes the pattern of education for the future should be. The analysis of Nigeria's problems in educating its youth surfaces the age-old issues of the separation of church and state.

A significant part of the study was the identification of critical issues to be resolved in the planning of a country's system of public education and a survey of the attitudes and perceptions of selected Nigerian elites regarding those issues. A second aspect of the study is the outlining of a model educational system for Nigeria based in part on the "survey of the Nigerian elites" and the experiences of the researcher who has been a participant observer of the Nigerian system of education for ten years.

The survey instrument used was a questionnaire of twenty items arranged on a five-point Likert Scale ranging from "Strongly Agree" to "Strongly Disagree." All the respondents had experienced the church-state related education in both Nigeria and the United States.

Issues identified on which the survey instrument was created were those of:

1. The diversity of people in Nigeria;
2. The right of each person to freedom of worship;
3. The right to choose from optional ways for becoming educated;
4. Tax levies which benefit the child as distinct from benefiting religion.

The data collected showed that a majority (91.6%) of the Nigerians sampled favored the existence of both public and church related schools. A plurality of the respondents (49.1%) indicated they would like to see the state fund the church schools.

On the basis of the above considerations, the researcher made the following recommendations:

1. That the right of parents to determine what type of education their children should receive and who should provide such education should be respected and guarded.

2. That both public and church schools should be permitted to operate in Nigeria.

3. That church schools should not be funded with public monies.

4. That the public school system should be expanded, emphasized and encouraged to meet the needs of all youth.

5. That the public schools must not be used for purposes of indoctrination in denominational religion, though comparative religion may be taught.

6. That those benefits offered by the state that go directly to the children should be extended to all children, irrespective of the schools they attend.

77. Curriculum Development for Internationalism: The International Baccalaureate Revisited

Manjula B. Salomon
1981
Chr: Dr. Robert L. Sinclair

The purpose of this study was to develop a curriculum design for international education. The International Baccalaureate program was chosen for specific study, and a design was generated that would link the rationale of the program to practical curriculum development in international, or internationally-minded schools. The study was both conceptual and practical in nature.

Four major objectives gave direction to this study:

* To review the philosophy and history that has given rise to the International Baccalaureate Curricula and Examination

* To identify the content-themes that are inherent in the International Baccalaureate Curricula and Examination, in order to identify conceptual gaps that exist between what is being tested and what is presently being taught, in World Literature and World History

* To create a conceptual model that would close the identified gaps and link the rationale of the International Baccalaureate Curricula to practical curriculum development

- To develop a sample curriculum based on the model, using World Literature and World History as the disciplines, for grades 7 through 10

To fulfill the first and second objectives, a two-part review of the literature was conducted. The first part was extensive in nature, and covered the development of the phenomenon of internationalism, its effects on education and culminated in the creation of the International Baccalaureate program. The basic assumptions of International Education were derived to give a foundation to the awareness of international socialization that moves this work.

The second part of the review of literature is intensive. It investigates all curricula and examination materials of the International Baccalaureate program of the years from 1970-1980, in the two disciplines of World History and World Literature. This was done in order to ascertain if what was being tested in the examination was indeed being taught by the curricula. The discrepancies were presented in terms of tangable content-themes, in a series of tables. The implications of the data were reported. There were four common implications, and seven specific to each discipline.

To fulfill the third objective, a conceptual design for creating international curriculum that would close the identified discrepancies was generated. The design was developed from a content-base, an international base, and a curricula or primary base. Three classical curriculum designs were examined for guidance. Criteria for organizing a curriculum design were set up and the design then advanced. An explanation of the dynamics of the design followed.

The fourth objective sought to demonstrate the practical nature of this design. It was applied to closing one major discrepancy in World History which had a complementary discrepancy in World Literature. The design was applied and a sample curriculum that spanned grades 7-10 was proffered. This was done in both a general graphic format, useful to curriculum planners, and in a specific teaching module format useful to teachers. A general objective was derived. Four specific objectives were selected, one for each grade level. Hence the closing of the discrepancy would be a cumulative process over four years. Entry behaviors are cited and concepts and skills established. Several inter-disciplinary enabling objectives are described. Learning opportunities are detailed. The learning opportunities embrace the instructional/learning approach chosen, the learning activities themselves, and the content area that the activities, both group and individual, take place in. Both formative and summative evaluation situations are described. Enrichment readings are suggested.

Finally, several recommendations are put forward. They cover seven areas: improving the present research, faculty training in curriculum development, improvement in the International Baccalaureate curricula, teacher education in internationalism, administration of international curriculum development, international morality, and the fostering of international socialization.

78. Crucial Elements for Nonformal and Formal Educational Planning in Developing Countries
Vicente Arrendondo
1982
Chr: Dr. Horace B. Reed

Since the Second World War, and especially since the sixties, the development of the educational system has been one of the top priorities in the agenda of Third World countries. The diagnosis of the situation of the so called "backward countries" pinpointed the lack of education as one of the important factors explaining the countless problems of underdevelopment. This interpretation of the problem was the rationale for the massive expansion of the formal education model at the national and international level.

The basic assumption was that the pressing need for economic development on the part of the underdeveloped countries hardly could be achieved unless great portions of their population were exposed to the type of knowledge, attitudes and skills offered by the formal education system.

By the end of the sixties decade, the limitations of this educational model and of its planning techniques had already emerged, despite the great economic efforts made by developing countries, and the financial and technical assistance of bilateral and multilateral organizations.

In this context, nonformal education emerges as an educational strategy for development, aimed at helping to solve socioeconomic problems, mainly in rural areas, that cannot be addressed by the formal education system. The widespread use of a number of educational activities enhances the suitability of this approach to the specific needs of developing countries, while at the same time raises a number of questions about the relationship between this type of education and the formal model.

The present work deals with the relationship of these two educational approaches and their role in the development process. This work shows that the question about how these two approaches can be better developed and planned cannot be correctly addressed from the mere technical point of view nor from a sectoral perspective, but rather this issue has to be analyzed from the broader perspective of a suitable and feasible national development model.

Thus, within the historical context of the last three decades, this study deals with a) the description and assumptions of formal education planning, as well as the most common approaches in nonformal education, b) the problems still faced by developing countries, in light of these educational practices, c) the type of contextual variables that have to be taken into account for defining the type of relationship between formal and nonformal education, d) the way in which four developing countries have tried to implement both educational models as a part of their national strategy for development.

This research brings us to the conclusion that the type of education as well as the best way to plan it must derive from a redefinition of the development model appropriate to each developing country. An analytical framework is proposed to point out the whole range of variables to be considered in such an effort.

79. Integrating Higher Education and Nonformal Education for the Training of Nonformal Education Fieldworkers
Kathleen Ann Cash
1982
Chr: Dr. David R. Evans

This paper examines the integration of nonformal and formal education at the level of higher education, specifically for the training of nonformal education field workers. Several patterns of possible linkages between these two educational spheres are defined and described. These patterns examine strategies ranging from programs centrally planned to rural level university programs. From this overview of linkages, seven conditions favorable for the development of integrative linkages are identified.

An in depth study of a formal-nonformal integrated program in Indonesia is presented. Underlying this program are linkages between teacher training institutes and a government community education organization for the training of nonformal education fieldworkers. Central to the program is a one-year diploma course in nonformal education. This paper examines the balance and merger of practice and theory in the curriculum, describes the field practicum, and evaluates staff development workshops and administrative relationships between these two educational organizations.

The outcome of the study is an analytical framework that intersects the conditions favorable for integrative linkages with input and design factors. The framework provides a check list of program areas where integrative development might occur. Educational program planners can use the analytical framework as a tool to help design, examine, evaluate and transform programs that involve linkages between formal and nonformal education.

In conclusion, nonformal education, while more reflective of community participation and needs, has neither gained the institutional stability nor credibility of formal education. Moreover, nonformal education fieldworkers have usually been poorly qualified and/or transient. More expensive and in greater social demand, formal education takes up the major portion of most developing countries' budgets. This study advocates that educational planners look towards the integration of nonformal and formal education at the level of higher education in the hopes of minimizing the weaknesses inherent in their separateness and capitalizing on the potential strengths of integration.

80. Toward an Instructional Design for Distance Education:
Implications for Venezuelan Programs
Luiz Diaz, Liceo Andres Bello
1982
Chr: Dr. Horace B. Reed

Distance education is becoming a global affair. In the last twenty years the development of educational technology has altered the traditional face-to-face educational system toward the massive use of telecommunications technology to reach and train adult populations in the most remote areas of the world. The 1970s was a period of great development in both the theory and the practice of distance education. The British Open University has been successful in attracting the adult population, but attempts to copy it have not been as successful. The art of distance teaching requires support services and new forms of instructional design and educational management quite different from traditional settings. Although some essentials of effective instruction in distance education are better known today, ensuring the application of what is known is still a problem. This study, divided into four chapters, is focused on presenting theory about distance education (Chapter I) and describing how distance education has been implemented successfully by the British Open University and the University of Mid-America in the United States (Chapter II). The development of small distance systems, inside traditional universities, as two of the Venezuelan cases presented in this study demonstrate, requires major research and development of the models implemented. This is particularly crucial in the area of instructional designs adapted to Venezuelan conditions (Chapter III). Specific suggestions for dealing with small distance projects in the Venezuelan context are presented as the conclusions of this study (Chapter IV). A look forward to the 1980s suggests continued growth in distance education at international and national levels, with both public and private sectors looking for better opportunities to use the technology of distance education.

81. Integrating Vocational Guidance into Programs for Out-of-School Youth: A Case Study of Lesotho
Janis Mildred Droegkamp
1982
Chr: Dr. Horace B. Reed

This study concerns the use of vocational guidance in out-of-school youth programs in developing countries, with specific reference to its current use in Lesotho, Southern Africa. General recommendations regarding its integration into youth programs are provided.

Chapter I introduces the problem of out-of-school youth and youth programming. A literature review in Chapter II addresses the characteristics, statistical dimensions, and needs of out-of-school youth in a global context with emphasis on nonindustrialized nations. The review also examines specific programmatic responses to the needs of out-of-school youth as well as general youth policies and directions. Chapter III reviews the literature on vocational guidance and examines how it is defined and implemented in the context of nonindustrialized countries, with a final section concentrating on vocational guidance in Lesotho.

In Chapter IV, an account of Lesotho's out-of-school youth needs and problems is presented. Four life histories provide an introduction to the chapter with an exploration of those needs and problems through a contextual framework. Information for that chapter was gathered through interviews with youth, youth leaders, and planners. Chapter V examines eight specific out-of-school youth programs in Lesotho: a description of their program components, the needs they address, their use of vocational guidance, and the contributing and constraining factors for that use.

Chapter VI analyzes youth services in Lesotho by presenting conclusions about existing practices and programming, options for improving youth services, and specific program recommendations for integration of vocational guidance into youth programs. Final conclusions and recommendations are addressed in Chapter VII covering such topics as national policy, needs and resource assessments, interagency cooperation, and selection of an appropriate vocational guidance model.

82. Agricultural Education of Traditional Farmers in Zambia with Special Reference to the Mpika District
Mary Kristine Garvey
1982
Chr: Dr. Peter H. Wagschal

Are traditional farmers in the Mpika District of Zambia recipients, victims or participants in the nonformal agricultural education available to them?

In Zambia agriculture fails year after year to supply domestic basic food needs. Agricultural education is often cited as a culprit. What agricultural education do the farmers actually receive? What would they like to receive? Do they have more serious needs? What agricultural education does the extension service think farmers want? The purpose of this study is to identify factors which impede the delivery of agricultural education as well as factors which impede traditional farmers' receptivity to it.

This explanatory study dictated the use of a variety of participatory research techniques. Data was collected through interviews, observation, review of Government development plans, review of relevant studies and visits to individuals and organizations.

The research effort was divided into three major areas in order to explore the important facets of nonformal agricultural education: methods and content; logistical and organizational factors; and finance and government policy.

The findings identify factors which impede the delivery of agricultural education as well as factors which impede traditional farmers' receptivity to agricultural education.

The findings indicate that traditional farmers would like more agricultural education than they receive. Receipt of education was impeded by lack of clear realistic guidelines for work with farmers; lack of extension staff and transport; severe under-utilization of Farm Institute and Farmer Training Centers due to funding difficulties; lack of supporting and background materials such as slides, films, handouts, and lack of common criteria for defining farmers or the educational package they should receive.

Youth extension and female extension presented unforeseen problems. Neither is functioning properly. A tragedy is in the making because the agricultural education of these significant segments of society is being almost totally neglected.

This study is unique mainly because traditional farmers were consulted along with the extension staff and others involved in nonformal agricultural education. A way should be found to bring them, particularly the farmers, into the problem-solving process on a permanent basis.

83. Literacy Acquisition: Its Implications in Language Comprehension and Syllogism Solving
Julianne R. Gilmore
1982
Chr: Dr. Reginald Damerell

This study takes a position contrary to current developmental psychology by asserting that the acquisition of literacy has consequences in cognitive development primarily in the area of more precise language comprehension. This view is consistent with Olson (1978) and Donaldson (1978).

The influence of literacy acquisition on cognitive development is most obvious in rural Third World settings with non-literate people. A review of relevant literature reveals that solving syllogisms is a difficult task for non-literate villagers, but that with schooling, performance improves markedly. Many researchers dealing with syllogisms have concluded that the difficulty many people--not merely Third World villagers--encounter with syllogisms is that the premise is misunderstood. Individuals reason on their personal interpretation of the premise and not on the terms as stated in the problem. In short, the difficulty with syllogisms is more precise language comprehension than reasoning.

As a theoretical background, the study depicts language comprehension of children as a process beginning with heavy dependence on contextual clues for the meaning of utterances spoken to him. By late childhood an ability to use linguistic cues--semantic and syntactic cues--in language comprehension evolves. The extent of reliance on linguistic cues depends upon the linguistic demands of the cultural mileau; individuals from non-literate societies having primarily contextually-based communication interaction, need not develop sophisticated cognitive strategies to utilize semantic and syntactic information if contextual clues are sufficient for comprehension.

The study proposes that the child's encounter with the written word--language devoid of most contextual cues and unassisted by prosody or gesticulation--is the prime catalyst for increasing the dependence on language as a basis for comprehension. Reading assists in developing cognitive strategies to utilize semantic and syntactic information in language comprehension--spoken or written.

If syllogisms are a measure of language comprehension as well as reasoning, and if the acquisition of literacy benefits all forms of language comprehension, then skill at reading comprehension should correlate positively with success at solving syllogisms and other measures of premise memory.

Data to establish these correlations were gathered from 112 marginally literate rural adult Jamaican women who were asked to solve four syllogisms. Measures were taken of (1) solution of the syllogism including a justification for the answer; (2) recognition of the premise statements; (3) recall of the premise; and (4) implicit reasoning. Additionally, each subject was administered a cloze passage to measure reading comprehension skill.

All correlations between the experimental variables measuring syllogism performance and performance on the cloze passage were positive and significant. Differences in performance between two groups of subjects were explained as resulting from variations between the presentation of the interviewers, and degree of urbanization of the towns from where the subjects were taken.

The data supported the hypothesized correlations. Although correlational studies cannot provide conclusive evidence of a cause and effect relationship, the theoretical argument for causality was reiterated--that encounters with the written word develop and refine semantic and syntactic strategies useful to all language comprehension.

Because of the acquisition of literacy may enable more precise language comprehension and because much of the knowledge useful to modern society is bound in language, the role of literacy in the transmission of knowledge becomes clear. Educational policy decisions diminishing the importance of literacy in schools were criticized because lowered literacy skills would in effect thwart access to knowledge.

84. Images of the Caribbean - Materials Development on a Pluralistic Society
Gloria Mark Gordon
1982
Chr: Dr. George E. Urch

One of the most urgent tasks facing multicultural education is that of relevant materials development. The Caribbean is one region that has chronically suffered both from a paucity of materials and from an incorrect slant of those materials. The present study was aimed at developing materials on the Caribbean that reflect Caribbean realities.

To this end the following research questions guided the investigator:

- What major issues/themes are emerging in the Caribbean which schools should address?

- How can material written by people from the Caribbean be used to explore these issues/themes?

- What are the implications for educators in the Caribbean if primary source material is used in the schools?

Research procedure. The research procedure consisted primarily of a systematic library search, interviews with key educators, authors and literary figures and data collection by means of the participant observer technique.

Having noted that most material available on the Caribbean was decidedly ethnocentric, the investigator proposed a conceptual framework for materials development on the Caribbean that would give students a balanced view of the region.

Major implications of the study were identified as follows:

- The potential to add to a body of knowledge on a virtually untouched area.
- The responsibility of the researcher to try to change the way the Caribbean is currently perceived.

In conclusion, it was hoped that an attempt would be made both in the United States and the Caribbean to utilize the material and that further materials development projects would be undertaken with a view towards continued multicultural materials development.

85. The Challenge of Transculturation in a Westernized Technological Society: Reconstructing Jewish Values in Israel through a Dialogical Approach to Education
Shmuel Herzl Govreen-Yehudaeen
1982
Chr: Dr. George E. Urch

The sociocultural gap between Oriental and Occidental Jews in Israel has been a divisive block to development during the nation's existence. Dialogical approaches in education offer hope for narrowing the cultural gap.

The State of Israel reflects European values resulting from the scientific and technological revolutions of the last two hundred years: materialism, individualism, achievement orientation, and modernization. However, more than half the Jews in Israel, those from Asia and Africa, hold traditional views of religion, society and culture.

The Western-oriented Zionist leadership in its attempt to create a modern state has found that the traditional values brought by Oriental Jewish immigrants, who resist modernization, threaten the Israeli establishment's vision of a model society. Lack of understanding between the two segments of Israeli Jewry has created the sociocultural gap.

To narrow the gap and eventually abolish it, a genuine dialogue must develop between the Orientals and the Occidentals while the latter re-examine the bases of their ideology and culture. A true and practical dialogue can lead to a combination of values: the Occidentals' drive towards modernization with the Orientals' concern for individual fulfillment within a traditional structure.

Until now, the Israeli educational policy makers have attempted to integrate the Orientals into the Occidental value structure, through various "melting pot" strategies with little success. The alternative educational strategies which are proposed here are based on the contributions of several humanistic thinkers and educational strategists such as Martin Buber and Paulo Freire, who advocate the dialogical approach in education.

This approach will be enhanced, it is proposed, with a new philosophical concept of education--called "Ruah'adama'muda"--a Jewish version of critical consciousness to humanize objectified human beings. An educational strategy called "Regenerative Return" has been formulated to implement "Ruah'adama'muda" in Israel's educational framework.

86. Defining and Predicting Overseas Effectiveness for Adolescent Exchange Students
Robbins S. Hopkins
1982
Chr: Dr. Robert Suzuki

The purpose of this study was to define overseas effectiveness and the personality characteristics which predict it for adolescents participating in a year-long, host family, cross-cultural exchange program. Previous research has focused primarily on predictors of overseas effectiveness without paying sufficient attention to establishing adequate criteria measures of overseas effectiveness for a particular sample population or cross-cultural situation. In addition, predictor measures have relied heavily on the identification of personality traits without respect to stages of personality development. The instruments, data collection and data analyses were based on Hawes and Kealey (1979) and were augmented with the use of a developmental projective measure, the Loevinger Sentence Completion Test (LSCT).

A sample of 209 U.S. and Latin American exchange students, their host families and an organizational representative each filled out two standardized instruments concurrently. One was designed to gather data about the student's personality characteristics, the other about the student's experiences. Each student also completed the LSCT prior to the host country stay. The following scales were constructed to establish criteria for overseas of effectiveness: (1) Overall Affect, (2) Communication Skills, (3) Host Country Interaction and Interest, (4) Commitment to Host Family, (5) Overall Adjustment and (6) Academic Effectiveness.

Scales were also constructed to measure personality characteristics. Correlations were calculated between these predictor measures and the criteria measures. The significant predictors were (1) Self-Confidence/Initiative, (2) Natural Family Communication, (3) Interpersonal Interest, (4) Interpersonal Harmony, (5) Non-Ethnocentrism, and (6) Background for Host School. Together, these six predicted all the criteria scales. The LSCT predicted at least one scale in all six criteria dimensions. The results of this study on adolescent exchange students parallel the results of the previous Hawes and Kealey study (1979) on technical advisors lending credibility not only to their findings, but also to the efficacy of their method.

Beyond the utility and validity of the LSCT, the findings suggest that not only character traits but also developmental "readiness" may be a factor in overseas effectiveness.

87. Village Women and Nonformal Education in Tanzania: Factors Affecting Participation
Hilda Nyamwiza Kokuhirwa
1982
Chr: Dr. George E. Urch

The purpose of this study was to identify and analyze factors which affect women's participation in nonformal education in rural Tanzania. The study was based on the assumption that in order for rural women to participate in development, they must have the means for participation. Nonformal education was considered to be one of the means which could enable rural women to participate effectively in national development: Tanzania has emphasized the role of nonformal education in achieving development objectives of socialism and self reliance.

Although women have been active participants in nonformal education in Tanzania, not much attention has been paid to the various factors which affect their participation. Such factors include learning aspirations, problems and constraints.

In order to identify the above factors, a community study in rural Tanzania was undertaken. The Kabita Ward in Mwanza Region of northern Tanzania was selected for the study. The research method employed for the study was participant observation, supplemented by interviews, individual and group discussions and documentation. The study assumed that women were capable of defining their own reality from their own perspective. Therefore, the research techniques employed by the study were to facilitate a dialogue whereby women would portray their own reality in their own words and style.

A study of the functional literacy program in the Ward revealed the following factors:

(1) The political ideology, policies and actions have played an important role in mobilizing women into nonformal education programs.

(2) Women's learning needs were many and varied. Nonformal education programs did not meet most of these needs.

(3) Factors constraining women's participation were primarily socio-economic, and socio-cultural, all of which related to women's roles and status in society.

In light of the above factors, recommendations are made, and a framework is proposed for an integrated nonformal education program for rural women.

The study is divided into six chapters based on the basic questions which guided this study. The five questions are:

1. What are the emergent issues on African women and development?
2. What is the nature and extent of African women's access to education and training?
3. What is the role of nonformal education in national development?
4. What factors affect women's participation in nonformal education in Tanzania?
5. What are the implications of the above factors for planning nonformal education programs for rural women?

88. Development of a Curriculum Planning Model for Zambian Secondary Schools
Sibeso Mukoboto
1982
Chr: Dr. Geroge E. Urch

One of the objectives of education for curriculum development in Zambia is the full participation of all the people concerned with and affected in some way by the educational system. However, Zambian planners and educators have not fully explored ways in which various groups of people could participate in designing curriculum.

The purposes of this study were specifically to: 1) Identify the objectives of education that would guide curriculum development in Zambian secondary schools. 2) Identify the current roles of the teachers, students, community people and educational leaders in the curriculum process. 3) Determine these groups interests and willingness to participate in designing curriculum. 4) Determine who these groups thought should participate in various curriculum design activities. 5) Outline dimensions of a curriculum design that agree with the prescribed, observed and desired roles in the curriculum process.

The study revealed that: 1) The government's suggested roles were not in agreement with the currently performed roles by the various groups in designing curriculum. 2) All the groups surveyed wanted to participate in varying degrees on different curriculum design activities. 3) Most groups of people thought that the teachers and educational leaders should assume the major responsibility in curriculum decision making whereas the community people and the students could provide the data for decision making.

The researcher recommended that there should be change in the structures of curriculum administration, composition of the various curriculum committees, and that continuous staff development and community development programs in curriculum development and educational reforms be established.

89. Structured Courses as a Strategy for Rural Development: A Case Study of the Kenya Farmer Training Centres
Thomas Mulusa
1982
Chr: Dr. George E. Urch

The African continent has lagged far behind other regions of the world in development, according to the Gross National Product, the Physical Quality of Life Index, and other measurements. To accelerate growth, African countries over the past three decades have used a variety of formal and nonformal educational programs. One such program, the Farmer Training Centre (FTR), serves as a strategy for rural development.

This study focuses on the FTC Program in Kenya, East Africa, with particular emphasis on the curriculum. The study suggests that nonformal education enterprises, the FTC included, have grown out of the same bedrock of curriculum theory as formal education. Principles and methods developed for the one are relevant to the other.

The following methods of research were used: library search, structured interviews, mail questionnaires, and personal observations by the researcher. Four assistants collected data from trainees at four FTCs and mail questionnaires were sent out to all FTC principals for distribution among their staff.

FTC literature reveals that the program has remained experimental for the past three decades. The Ministry of Agriculture has failed to implement crucial reforms that have been recommended regarding composition of FTC management committees, decentralization, staff development and renumeration, and the use of the FTC demonstration farm. Furthermore, FTC objectives are not clearly specified at national, regional, or institutional levels.

Trainers surveyed in the field showed lack of essential background information about their trainees and complacency concerning the nature of the FTC curriculum. They expressed little commitment to remaining in the program.

The study recommends a major reorganization of the farmer training effort. A field-based program of structured courses modeled along the lines of The Equator Project would reach larger numbers of small scale farmers and provide more relevant education than do existing small scale FTCs. In the proposed model, the FTCs would become staff development and resource centers for the agricultural extension system.

90. Nonformal Education Materials Development for Large Scale Projects: Issues and Recommendations for Planners
Fredi Mooney Munger
1982
Chr: Dr. David C. Kinsey

As the scale of nonformal education (NFE) projects grows to mass proportions, educational planners are faced with a dilemma. Logistics prevent the use of many approaches for materials development that have proved relatively successful with small scale or pilot projects. Yet, the centralized media production methods which apparently make logistical sense are often inappropriate for the objectives and approaches of NFE projects. Materials developemnt for large scale projects is at a watershed: an awareness of limitations and problems with established methods is emerging but new approaches have not yet been clearly formulated.

This dissertation makes a preliminary contribution to planning for improved materials development in large scale NFE projects. The study identifies key issues which influence the development of learning materials and makes recommendations for developing effective learning materials within the special context of large scale projects.

To accomplish this purpose two research methods are used, literature analysis and case study analysis. The literature review is divided into two sections. The first section identifies concepts pertinent to the development of NFE materials. A working definition of NFE is given, the relationship between learning outcomes and learning materials development is explored, and three categories of learning materials are delineated. The second literature review section deals with concepts relevant to materials development in large scale projects. Characteristics of large scale projects are presented and specific variables affecting materials development in large projects are discussed.

The case study and analysis deals with the Indonesia Penmas/ World Bank VI Education Loan Project. This is a large scale NFE project on which the author worked for two years as a materials development consultant.

The dissertation concludes with a review of approaches and considerations as suggested by the literature and case study analysis, that are pertinent to planners concerned with materials development on large scale projects. Suggestions are made regarding areas in need of further research and development.

91. Uses of Popular Culture in Nonformal Education: Three Case Studies
Robert I.Russell
1982
Chr: Dr. David R. Evans

This study seeks to bring into focus for community development planners certain issues in communications that have emerged in the field of nonformal education. More than any other factor, the communications component of a development project determines client group acceptance of any innovative practice. Thus, communications specialists and development planners are constantly seeking more efficient and cost effective means to deliver development messages to field project clients.

Writers in the field of development communications have been increasingly critical of the limitations of modern mass communications media in rural and Third World development projects. They report the failure of mass media to fulfill the total communications requirements for development projects, identifying the specific areas where they fall short of earlier expectations.

As a result, increasing attention has been given to alternative communications networks. Development planners are now looking at systems that are indigenous and traditional to field client groups. Collectively referred to as "popular culture," these systems for many developers hold promise for new and effective channels that will compensate for the shortcomings of modern mass media. On the other hand, however, some writers in the fields of anthropology and social psychology say there are critically important considerations that mitigate against using traditional channels of mass communications as vehicles for development messages.

This study presents three case studies taken from field projects in nonformal education in Botswana, Ghana and the United States. The projects used innovative and unique communications techniques to facilitate social change through village level motivation, needs identification and action taking. They are examples of the practical application of popular culture and folk arts as communications components in development projects.

The conclusion to the study evaluates the three field projects in light of the concerns raised by various writers in the field of development communications and anthropology. It then presents a series of practical recommendations for development planners interested in using forms of popular culture as communication channels for development.

92. Nonformal Education for Rural Youth: An Inquiry into Planning Issues in NFE Skill Training Programs in Sri Lanka
Jaya Gajanayake
1983
Chr: Dr. Horace B. Reed

The present study consists of a discussion of strategies aimed at improving the living conditions of rural youth in Sri Lanka. The main purpose of the study is to guide the policy-makers, planners, and program developers in Sri Lanka who are engaged in the formulation of strategies which will lead to the development of the potentials of rural youth through enabling them to undertake income-generating activities in the nonfarm sector.

The methodological approach combines a critical survey of literature and an analysis of case studies. The survey of literature incorporates a critical appraisal of the needs and issues of rural youth in Sri Lanka, the impact of formal education on the present conditions of the rural youth, and the potentials of nonformal education in improving their condition. The literature survey also highlights the need for developing training systems based on a more pragmatic and need-oriented planning strategy, conceived as an integral part of a sound development plan.

The analysis of case studies, which can be considered as the most vital aspect of the study, includes an assessment of three ongoing NFE Skill Training Programs for rural youth in Sri Lanka. The study brings to light, through this deeper analysis of selected case studies, some of the critical issues involved in formulating a planning strategy. The assessment specifically attempts to give a clearer understanding of some of the principal constraints and bottlenecks that have presented serious dilemmas for planners of such programs.

The formulation of guidelines is mainly derived from the literature review, the viewpoint of the practitioners in the field, and the analysis of case studies. The guidelines point out to program planners how the different elements of the strategy should be designed if it is to be effective. The guidelines have been formulated under five major categories: 1) goals and objectives, 2) planning and management, 3) the target population, 4) delivery system and 5) organization of support structures and follow-up services. The primary significance of this study lies in the fact that the guidelines suggested have been based on a very pragmatic and need-oriented philosophical base conceived as a part of a broader strategy of rural development.

93. Innovations in Teacher Education in Developing Countries:
A Case Study
Margaret Maxwell
1983
Chr: Dr. Robert J. Miltz

This study examined issues surrounding the institutionalization of innovations, particularly within teacher education programs in developing countries. Due to current findings that innovations were having little, if any, impact on educational settings, this study first examined literature on the types of innovations within teacher training institutions in developing countries and on representative innovation research models and theories. Subsequently, based on this literature, a Wholistic Innovation Model was proposed in which four aspects of innovation were identified as "sensitizing concepts". These aspects were 1) innovation characteristics, 2) adopter characteristics, 3) innovation process strategies, and 4) social system constraints and resources.

As sensitizing concepts, they guided the researcher in developing a case-study research design which both quantitatively and qualitatively evaluated the innovation of self-instructional materials (SIMs) at the National Teacher Training College (NTTC) of Lesotho. Fifty-seven lecturers, twenty-five non-lecturers (administrators, Ministry of Education officials and original change agents), and sixty sets of documents were used as sources in evaluating 1) the institutionalization level of the innovation and 2) the factors influencing that level.

The data analysis concluded that SIMs were not institutionalized at NTTC. Factors influencing this status were categorized according to the four sensitizing concepts or innovation aspects identified within the Wholistic Innovation Model. The aspects in which the most frequently cited factors inhibiting institutionalization were found include 1) the innovation process strategies and 2) the social system constraints and resources. The aspect that contained factors most frequently cited as supporting SIMs was the innovation characteristic. The aspect of adopter characteristics included an equal number of factors inhibiting and supporting the innovation.

A summary of findings and implications from the case-study analysis suggests that participatory decision-making, collaborative control and continuous sensitivity to the needs and perceptions of adopters are important issues for innovation survival. Evaluating innovations from a systemic or wholistic approach may be beneficial.

94. The Pan African Institute for Development-West Africa: A Case Study in Institution Building
Stephen Nji Mbandi
1983
Chr: Dr. Ernest D. Washington

The Pan African Institute for Development-West Africa (PAID/WA), located in Buea, Cameroon, is a non-governmental international institution that runs a one year training program in integrated rural development for middle level development staff from English speaking Africa.

Since its inception in 1969, it has not only succeeded in accomplishing some of its major objectives, but has also had difficulties in getting some countries to recognize the value and worth of its course.

The main aim of this exploratory and evaluative study was to determine the important factors that have contributed to strengthening and/or inhibiting the institution building efforts and development process at PAID/WA.

The theoretical underpinning that guided the conduct and parameters of the research was the conceptual scheme of institution variables and linkages proposed by Esman and further refined by others. Against this framework, the Institute's efforts were assessed, using a triangulation of evaluation models and case study techniques as the main methodological approach. Data sources were both qualitative and quantitative.

As evident from findings, PAID/WA's programs to some extent have been accepted and valued as a consequence of the following positive attributes: (i) its main focus on rural development and emphasis on integration as a suitable strategy for promoting it, (ii) its ability to stay neutral and free from extraneous influences, (iii) an international character that encourages the cross-fertilization of ideas, and (iv) the commitment and dedication of its staff who have proven to be an asset in accomplishing institutional goals.

On the contrary, the following factors were observed as inhibiting its institution building efforts: (i) non-uniform admission requirements, (ii) incongruity in expectations between employers and trainees, (iii) inadequate dissemination of information about PAID as a whole, (iv) the non-recognition of the Institute's diploma by some employers, and (v) the unbalanced distribution of influence and power within the organization.

The study then concluded by recommending several measures for improvements including the elimination of the above shortcomings. Suggestions for further research were also made.

95. Intercultural Sensitivity: Theory Development, Instrument Construction, and Preliminary Validation
Annie Dumisile Myeni
1983
Chr: Dr. George E. Urch

First a theoretical framework for the understanding of intercultural sensitivity was developed. George Kelly's personal construct theory was applied in the definition and in the elaboration of this construct. This theory was selected after a review of various approaches in the understanding of this construct.

Based on the developed framework, an instrument was then constructed to measure intercultural sensitivity, or a person's potential to adapt successfully in cross cultural situations. This instrument, the Survey of Intercultural Constructs (SIC), is intended as a research tool to be used with people undergoing cross cultural training. It is general rather than culture specific, and is applicable in a wide varity of cultural situations, and with different types of people.

The SIC is based on the notion that intercultural behavior can be explained in part by differences in personalities or construction systems. Personal construct theory states that people look at others through constructs they create or choose, and then test against reality. A construct is a way in which at least two things are similar and contrast with a third. To analyze people's cognitive processes, information is needed about the content and structure of their construction systems. The SIC elicits the constructs a person applies to people of the same and of other cultures.

A preliminary version of the SIC was developed and tried out on 50 people. The data obtained was used primarily to improve the draft instrument. A few preliminary validity studies were also conducted with it.

The preliminary version of the SIC was reviewed by an expert in the field of tests and measurements. His comments, together with comments obtained from the tryout sample, were used in the development of the second version. A review of the second version by 13 experts in the area of cross cultural training led to the development of the final version of the instrument. No validity or reliability studies were conducted with the final version. Therefore validity and reliability studies on it are needed, and recommendations to that effect are made.

96. In Dialogue With A Larger World: Literacy as a Contributing Factor to Social Self-Concept
David W. Kahler
1983
Chr: Dr. David R. Evans

Although substantial research involving quantitative measurement of the literacy phenomenon and the achievement of adults in literacy programs has been undertaken, few past research studies have attempted to measure changes stemming from personal growth and the development of social self-concept (self-esteem). This study, which is exploratory in nature, examines life history data collected from in-depth interviews with seven new literates on their experiences in U.S.-based urban adult literacy programs to ascertain how the literacy experience (learning to read and write) served, and continues to serve, as a contributing factor to the development and evolution of individuals social self-concept.

The study first examines definitions of literacy in international and U.S.-based literacy work in the past two decades. Three emerging issues in this analysis which are present in the definitions given to literacy by those interviewed in the study are: a language component figures in any definition of literacy; a definition must reflect the changing demands of a world prone to change; and freedom from social, economic and political impotence is a major objective of literacy. Self-concept is then discussed as an area of legitimate concern for adult educators and pertinent linkages bewteen self-concept theory and adult learning are described.

Data from structured in-depth interviews with new literates are presented around organizing themes of: motivation for participation; sustaining the learning experience and adjustments to the new role of learner; the uses of literacy; and social identity and perceived self in the world. In this analysis, particular attention is given to personal identity, and the match between a new social fact (literacy) and personal facts (self-concept and self-esteem).

In conclusion, the study suggests a number of hypotheses which might serve as points of departure for future research on the literacy experience and its influence on enhanced self-concept among adult learners. Literacy planners and practitioners are encouraged to look to prospective learners and new literates for assistance in answering the question of "Literacy for what?" and to explore teaching/learning strategies which may contribute to the development and evaluation of self-concept in adult learners enrolled in literacy and adult basic education courses.

97. The Nicaraguan Literacy Crusade: Education for Transformation
Valerie Miller
1983
Chr: David R. Evans

This study documents the development and implementation of the Nicaraguan Literacy Crusade within a national process of social transformation begun in 1979. It analyzes the educational components of the campaign in relation to the goals of transformation--especially those involving participation and redistribution. The study examines the major external obstacles which affected the program's initial development, the internal problems that arose during the Crusade's operation, and the strategies designed to overcome them. It provides a discussion of key educational issues that emerged from the campaign which may have relevance to other nations considering such an endeavor during a similar time of transformation.

The study begins by discussing the trends in literacy work during this centuryand the concrete experiences of major national and international programs designed to address the problem of illiteracy. Next, the context, goals, educational philosophy, and political focus of the Nicaraguan campaign are examined. Against this backdrop, the initial organization, planning, and operational structures of the Crusade are discussed.

The major focus of the study concentrates on the campaign's educational program--curriculum, methodology, and training--and the planners who designed it. The history and development of the educational program is traced in detail and analyzed from both a pedagogical standpoint as well as a socio-political one. The design process is described from the personal perspective of the planners and participants. Obstacles and problems are outlined and the strategies developed to address them discussed at length. A brief examination of the program's implementation is presented in order to provide an understanding of the problems encountered and establish a basis for assessing the effectiveness of the educational design process. Conclusions are drawn from the case history that relate specifically to the campaign's educational planning and the overall social goals of transformation.

98. Student Culture in Black South African Universities: Some Factors Contributing to Student Activism, 1960-1980
Mokubong Nkomo
1983
Chr: Dr. David C. Kinsey

The official, overall goal of "Bantu" Education in South Africa is to direct the education of Africans so as to meet the needs of an economy dominated by a white racial oligarchy and to train African personnel to manage the various administrative sectors of the "homelands" and ethnic institutions in the "white" areas in furtherance of the policy of separate development. This policy is a result of ten years (1949-1959) of a systematic effort to realign the educational system with the racial and econimic policies of the newly-installed (1948) Nationalist Party. The recommendations of four commissions--viz. Eiselen, Tomlinson, Holloway and de Wet Nel--resulted in the development of a racially segregated education system, elementary-through-university, which was integrated with the "homelands." The passage of the 1959 Extension of the University Education Act and the University College of Fort Hare Transfer Act completed this process of ethnic fragmentation in education. An examination of the principal legislation, subsequent amendments, the ethnic/ racial personnel composition, structures, curriculum and expenditures in this effort indicates the promotion of an official institutional culture seeking to impose an "Afrikaner orientation" and to produce sycophantic graduates who will conform to the Afrikaner world-view.

The twin theses of this study are: (1) that this carefully designed African ethnic higher education has inadvertently developed a distinct student "culture of resistance" which contradicts the intentions of official policy, and (2) that there are a set of factors external to the formal university structure and curriculum which influence students as much as--if not more than--the impress of official institutional factors.

The potentially influential factors examined in the study are: the specific South African social system and its effects on African student attitudes and behaviors; the impact of the evolving African household structure and conditions on a developing personality structure; the role of international events on students consciousness; and the dialectical nature of knowledge and other specific factors within the university environment. The impact of these factors on student attitudes and behaviors are found to far exceed that of official expectations.

There appears to be no immediate prospect for an end to the prolonged crisis that has beleagured the ethnic African universities since their inception in 1959. As instruments for ideological indoctrination these institutions have largely failed to execute their intended task. They have instead become terrains of struggle over larger political issues and increasingly appear to play, in tandem with other forces, an important role in posing a serious challenge to the apartheid education system.

99. The Choice of a Language for Adult Literacy Programs: A Guide for Decision Makers
Willard David Shaw
1983
Chr: Dr. Horace B. Reed

This study is a comprehensive, interdisciplinary analysis of the problem of choosing a language for use in adult literacy programs in multilingual settings. It seeks to identify and describe the major factors that need to be considered in the decision-making process.

Chapter I presents the goals and design of the study. Chapter II traces the language choice question from the early days of writing through the Unesco-led efforts to reduce illiteracy. Drawing upon the reported results of many projects, Chapter III identifies and describes five language policies often used in adult literacy programs.

The heart of the analysis is contained in Chapters IV-IX which look at the question from six perspectives: linguistic, socio-cultural, pedagogical, psychological, economic, and political. Each perspective identifies and discusses major factors affecting the decision and concludes with a list of some general characteristics of the languages that would best meet the concerns of that perspective.

The final chapter suggests that there are three crucial factors that should be at the core of any language decision: the roles of languages in the target environment, the goals of the program, and the goals of the learners. It recommends that such decisions be made at the local level through a negotiation process between program planners and learners which balances the three crucial factors. It concludes that there is a need for programs to use "functional languages"--ones that meet the needs of the program and, most importantly, the literacy needs of the learners.

100. Indigenous and Nonindigenous Entrepreneurs in Botswana: Historical, Cultural and Educational Factors in Their Emergence
Elvyn Jones-Dube
1984
Chr: Dr. David R. Evans

A descriptive study which examines the contextual environment of the indigenous entrepreneur in Botswana, the formal small-scale business community and the training and non-training needs of this subgroup of adults needing assistance in business promotion. Data was collected on a sample of 158 businesses situated in six towns and villages throughout Botswana. Several kinds of data were used including information from questionnaires, interviews, government statistics and published secondary sources.

The study is divided into four parts. Part I includes a review of literature pertaining to the concept of the "entrepreneur," theories of entrepreneurial supply and demand, and the relevance of these theories to entrepreneurial development in Botswana. Part II includes a description of the changing social, political and economic context in which the study takes place, and a discussion of the development of trade and entrepreneurial activity in Botswana. Part III consists of a discussion of the theoretical context of the study, methodology, characteristics of the sample population, and the findings of the study at the group and individual levels. Part IV includes the conclusions and policy recommendations of the study.

The findings of the study indicate that indigenous entrepreneurs have higher than average educational levels and have had previous work experiences which have facilitated their business activity. Indigenous entrepreneurs have underutilized business management training and technical assistance opportunities made available by government and are generally hampered in the development and promotion of their business activities due to variables unrelated to training.

101. An Analysis of Factors That Relate to Effective Use of Radio in Nonformal Education in Developing Countries
Maxwell S. Senior
1984
Chr: Dr. Horace B. Reed

This study is concerned with the traditional approach to radio program development and its application to education. Of primary concern is the persistent practice of radio program designers of preparing programs for the audience with little or no provision for active involvement by the listeners. The study examines some critical elements that can promote the flow of information from the audience to radio program designers, thus strengthening audience participation and the positive outcomes of radio projects in nonformal education.

Open broadcast, as a format for the use of radio in education, is discussed, and a review of the literature is undertaken. Open broadcast has been extensively applied in education primarily because of its use, without exception, in commercial broadcasting. However, as a format for creating long term behavioral changes, it is highly questionable.

Conversely, Radio Learning Groups are also examined through a review of the literature and a critical analysis of three case studies. What evolves from this examination is that Radio Learning Groups, if carefully organized and supported, can be an exceptional vehicle for creating behavioral changes. Moreover, they can foster popular participation and the development of two-way communication channels between participants and program designers.

In order to enhance collective listening, three primary elements are considered essential: careful assessment of the needs of the audience; the group leader; and the radio learning group. Other important factors are: organization and leadership, broadbase government support, and in a larger sense, the need for national media policies. Further analysis of a field-based study undertaken in The Gambia provided evidence to support the indispensable nature of these factors for effective outcome of radio learning groups.

The study concludes with some recommended grudelines for radio education projects.

102. Nudging The House of Cards: Brain Physiology and Critical Consciousness
Gail S. von Hahmann
1984
Chr: Dr. Horace B. Reed

For human beings, consciousness has both an illusory function and a critical function. The illusory function allows us to see rocks, trees, sky, animals, other humans instead of a constantly changing fluctuation of subatomic particles. While important in helping us adapt to our environment (and in evolution), the illusory function causes us to see what we expect to see, to think what we are used to thinking, to be habitually reactive rather than creative. The critical function, on the other hand, can help us to break out of habit, to be aware of the whole picture by looking for the unexpected and thinking in new ways. For most of us the critical function is overwhelmed by the illusory function as a result of living in social systems which are not self-conscious. The underdevelopment of critical consciousness in today's societies, both industrialized and industrializing, has led to the atrophy of the individual's self-conscious capacity to choose and, subsequently, to the relinquishing of decisionmaking power at both the personal and political levels.

The study proposes that the development of critical consciousness requires the self-conscious capacity to choose, and that self-consciousness depends upon the training and use of our innate intuitive capacity. Further, the study presents physiological evidence for the role of intuition in developing the critical function of consciousness. Chapter II describes the need for a new paradigm within which to understand this aspect of consciousness which has remained "hidden." Chapter III emphasizes those aspects of brain physiology which underlie our intuitive capacity. Chapter IV describes how it is possible for us to become more self-conscious about our thought and action througy training this capacity. Finally, specific skills in introspection are described for use in educational settings.

103. Promotion of Social Change Through Adult and Nonformal Education in the Nigerian National Mass Literacy Campaign
Musa Moda
1984
Chr : Dr. Norma Jean Anderson

Many observers express concern about the slow rate of development in some Third World countries. They criticize these nations for not performing up to the standards of the international community. Sometimes even citizens within these nations become frustrated because their efforts are still viewed as sub-standard.

Nigeria, a country classified as a Third World nation , is a creation of the British colonial administration. It has the largest number of black people in the world and comprises about a quarter of the African population. It is made up of about 294 socio-linguistic groups.

In her march towards development and move to enhance the quality of life for most of her citizens, Nigeria has encountered many problems of appropriate strategies for development.

The purpose of this study is to investigate the historical development of the Nigerian society and to identify some of the major changes that have occurred in the country as a result of its contact with the Middle East and the West.

A critical review of the general literature on the role of education in the promotion of social change was made in this study. It emphasized the nonformal aspect of education with special reference to literacy campaigns. References have been made to various studies, archival documents and newspaper reports on education and development in Nigeria. Some data obtained by the researcher through interviews, questionnaires and on-site observations have been used to elucidate some aspects of the study.

Finally, the study addresses some implicatons of the Universal Primary Education and the National Mass Literacy Campaigns for the Nigerian society. It concludes with suggestions for improving these services through careful selection of language for instruction, production of materials and training, active participation in planning by the people and effective supervision.

104. A National Plan for Developing and Training Successful Entrepreneurs in Swaziland
Benjamin N. Dlamini
1984
Chr: Dr. Alfred S. Alschuler

The policy to diversify the curriculum to create entrepreneurs succeeds if supported by incentives and opportunities. Achievement Motivation training is used to develop entrepreneurs because trainees become active, and start new businesses. They take calculated risks, innovate, overcome obstacles, work long hours, employ more people, and invest in profitable ventures.

Achievement Motivation training is more cost effective than all other forms of aid given to developing countries. The training is effective for different nationalities, classes and for all types of business, but success is dependent on support by incentives and opportunities. In schools, Achievement Motivation can create among students long-term entrepreneurial behavior and short-term improvement in classroom performance. This requires changed classroom structure, climate, and student-teacher relationship.

This paper suggests that in order to promote entrepreneurship in Swaziland, capital and incentives should be made available in rural areas. Agencies should develop small businesses and provide incentives that focus on distribution and services. Policies and laws should provide increased control over business by Swazi citizens, and jobs should be created at E 1,000 per job. Prime business sites in towns and rural areas should also be made available.

Training entrepreneurs should emphasize increasing entrepreneurial behavior, market testing and marketing, and management skills such as costing, purchasing, stock control, cash flow, loan application control, financial control, and communication. Training should take place largely on the job. Entrepreneurship should be encouraged in the schools and in private companies, and the government should control all examinations relating to entrepreneurship.

This dissertation advocates a plan for developing entrepreneurs by (a) forming a public company to advocate for entrepreneurship development, facilitate granting loans, guarantee loans, and organize and conduct correspondence business leadership education; (b) providing Achievement Motivation training to entrepreneurs, employees in government and private sectors; (c) providing technical consultancy services for the private sector and government on management and Achievement Motivation; and (d) introducing courses on Achievement Motivation in schools, colleges, and the university.

105. Oral Narratives in the Classroom
Bhekokwakhe F. Langa
1984
Chr: Dr. David R. Evans

Various folklore programs in oral narratives exist at a number of schools in the United States, particularly between kindergarten and junior high school. Much has been written about them in both popular and scholarly publications. This study investigates the curriculum and folklore theories rationalizing their practice. For example, a number of oral-narrative projects exhibit a highly literary and text-oriented bias typical of the traditional approach in folklore scholarship. This approach is being effectively challenged by a significant number of contemporary folklorists and linguists who argue that folklore scripts, like linguistic grammars, although important, are necessary but not sufficient information about the social context and performance which gave birth to them.

To test the validity of that assumption, this study, using the t-test for two matched groups, conducted an experiment involving 3 teachers and 71 elementary and junior high school teachers from or near Amherst, Massachusetts. A statistical analysis of the higher experimental group's scores showed the results to be significant, i.e., about .04; thus strongly attributing the difference in the scores of the two groups to the main-effect. However, more experiments will be necessary, not only to independently verify the results of this study, but also to address the many educational and folklore issues it raises.

106. Organizing to Help Rural Groups: Income Generation and Rural Development in the Third World
Richard L. Betz
1984
Chr: Dr. David R. Evans

This study establishes a role for nonformal education training and financial assistance in the development of self-managed income generating activities. The main question that the study answers is: Within the context of an expanding modern sector in what ways can the use of nonformal education approaches and training techniques enable indigenous Third World rural structures and organizations to be transformed into viable self-managed income generating groups.

The first part of the study discusses the poverty situation in the Third World and describes the need for self-managed and controlled income generation as one strategy to lessen this situation. It examines the dominant role that the modern, urban sector plays in the development process and its relationship to the traditional, rural sector. It makes a case for using traditional groups in the development of income generating groups. The first part concludes with a presentation of written material from a variety of income generating group activities from selected Third World countries.

From these examples, a framework for analyzing income generating groups according to certain commonalities was developed.

The second part of the study presents baseline data on three field-based income generating groups located in the African country of Lesotho. The material contains both descriptive information based upon the author's experiences with these groups as well as statistical data. Nonformal education training and a revolving loan fund were used with these three groups over a period of time by the Lesotho Distance Teaching Centre, an institution within Lesotho. Both descriptive and statistical information on the results of this assistance and the progress made by the three groups demonstrate the important role of training and financial assistance. This case study information was analyzed using the previously described framework for income generating groups. This analysis led to the identification of dimensions and guidelines for designing an effective nonformal education program to facilitate the development of self-managed income generating groups in Third World context.

107. Nonformal Education and University Participation: Planning Considerations for Universities of Korea
Yong Hyun Kim
1984
Chr: Horace B. Reed

This paper examines planning considerations for universities' participation in nonformal education. The main purpose of the study is to help guide the policy-makers and planners in Korea who are engaged in the formulation of strategies which will lead to a greater involvement of Korean universities in nonformal education. This involvement is in keeping with the full intention of promoting nonformal and lifelong education in Korean society under the provisions of the new constitution as revised in 1980.

The methodological approach combines a critical survey of literature, of three case studies and an analytical survey of needs assessments. The survey of literature incorporates a comprehensive review of educational dilemmas in the world context, the potentials of nonformal education in promoting people's lifelong learning, and the roles and values of higher education in the world as well as the Korean context. The case studies highlight the models appropriate for adoption within the Korean higher education system in order to maximize Korean universities' involvement in nonformal education.

The survey of needs analysis, which is the most central aspect of this study, was designed for utilizing ideas and issues related to Korean universities' participation in nonformal education as major needs components for the formulation of the Nonformal Education Act. The several data gathering approaches suggest these major recommendations for increasing coordination between the Korean universities' and the nonformal education's efforts: establish a system for preparing specialists in nonformal education in universities; arrange for university representation in national nonformal education policy bodies; provide financial support to universities for nonformal education efforts; and increase the effective dissemination of university findings concerning nonformal education. This study supports the thesis that the tensions between formal and nonformal education in Korea can be a creative source of energy and ideas, building on the strengths of systems

108. Training for Development of Small Industries: An Analysis of Four Approaches
Julio D. Ramirez-de-Arellano
1985
Chr: Dr. David C. Kinsey

This study explores the results of four training programs for small industries development in Honduras. To provide a framework, characteristics of small industries, their role in rural communities in less developed countries, and their role in the development process is reviewed. Characteristics of programs for development of small industries and the role of training in those programs are analyzed.

Prior to the analysis of each case, data on small industries in Honduras are provided, and the programs where the cases were implemented are also described. Each case represents a different training approach for small industries development. The first case focuses on training field agents to become facilitators for small industries. The second involves one-to-one training or assistance for small entrepreneurs especially on management issues. The third case centers on technical training to upgrade skills of small entrepreneurs. The final case is concerned with using other industries as models for training small entrepreneurs.

For the study, documents produced by the programs that implemented these cases were used. Data on the results of the programs were evaluations performed by programs themselves or by outside organizations requested by the funding agencies. An analysis was made of the results and training and non-training variables which affected the results were identified. Training variables related to training design, methodology and content; while non-training variables related mainly to selection of participants and program support.

Recommendations are made at the end of the study relating to optimum experience required by field personnel, a practical orientation of training and the use of entrepreneurs' innovations and experiences as input to training.

109. Linkages Between Formal and Nonformal Education: A Study of the People's Universities in the USSR
David Currie Lee
1985
Chr: Dr. David C. Kinsey

The system of people's universities in the USSR is a large-scale, nonformal educational program for adults with important linkages to a range of institutions in Soviet society. This study investigates and analyzes the experience of people's universities, concentrating on the importance of its ties to other Soviet institutions in promoting the continuity and long-term development of the system.

Initially the study discusses the issues surrounding the creation of large-scale nonformal educational programs and the establishment of linkages between nonformal education and formal educational institutions. An overview of the developing theories of Soviet continuing education also places people's universities in the larger context of Soviet adult education. Subsequent chapters, based almost entirely upon research conducted in the Soviet Union in 1983-1984, focus on the origins and development of people's universities from the turn of the century (Chapter II), the goals and content of people's universities (Chapter III), important organizational issues for the system of people's universities (Chapter IV), and a six-month case study of a people's university of culture (Chapter V). The two concluding chapters analyze the complex arrangements between people's universities and the institutions with which they cooperate and assess both the benefits and costs of these arrangements for people's universities as a whole. The future role of people's universities in Soviet adult education and the implications of the people's universities' experience for other large-scale nonformal education programs are also considered.

This is the first in-depth study of people's universities by any Western researcher, hence it will be of value to students of Soviet society who wish to understand the complex workings of adult education in the USSR. Furthermore, those seeking to comprehend the difficulties of large-scale nonformal education programs, and to find some responses to those difficulties, will find much of interest in this study.

110. Development of a Nonformal Education Information-house. A Case Study of the Nonformal Education Department of Thailand
Mayuree Tongsri
1985
Chr: Dr. Horace B. Reed

The major focus of this study is to investigate and explore the factors involved in designing and developing a nonformal education information-house, using a field-based case study of the Department of Nonformal Education, Ministry of Education, Thailand.

Significant variables such as information about the potential users, their problems in obtaining the adequate information and the difficulty of the information content presentation are studied.

A central theme of this study is to develop the theoretical groundings and design a model that supports the development of a Nonformal Education Information-house. The sources of these groundings include an exploration of the theory of communication, definition and characteristics of information; characteristics of users and their information needs; types, functions and structures of information centers; nature of the Nonformal Education Department and its programs. The study of the theoretical framework was conducted at the University of Massachusetts. The field-based study was conducted within the Nonformal Education Department of Thailand using questionnaires as the survey instruments.

The selected sample size of this study was two hundred and eighty-seven persons selected from the Nonformal Education Departments of Thailand's nation network. Two hundred and twenty-six responses were returned.

The data analysis is in both the qualitative and quantitative dimensions. The quantitative analysis of the questionnaires is used to analyze the characteristics of the respondents, information which they need and have, and their suggestions on functions of a Nonformal Education Information-house.

A qualitative analysis is used to explore the relationship between the demographic information of the respondents and each dependent variable.

Recommendations on the establishment of a Nonformal Education-Information-house are made specifically for the Nonformal Education Department of Thailand. Also included are suggestions on areas of further research.

111. Volunteer Fieldworker Motivation in Rural Development: A Case Study from Indonesia
Zulkarnain
1985
Chr: Dr Robert J. Miltz

Community participation has played an important role in rural development in Indonesia for many decades. Recently, the Indonesian government has established a new approach of integrated rural development. Volunteer rural cadres, who are villagers selected to work with other villagers in planning, implementing and evaluating village development programs, are a key element in Indonesia's new development strategy. However, the performance of these cadres is still far below levels of expectation.

This dissertation explores and examines factors affecting volunteer fieldworkers' motivation and recommends approaches for improving their support and commitment to development programs by manipulating the psychological benefits that accrue from volunteering.

Volunteer support and commitment is considered a dependent factor in this study, while expectations, organizational climate, reward system and training are considered independent factors. Other biodemographic factors (sex, education, marital status, occupation, age, family income, and family size) are examined to see if these factors significantly correlate with independent and dependent factors listed above.

The main finding in the study is that these independent factors interact with and significantly contribute to volunteer support and commitment; acting alone, only organizational climate appears as a key factor that significantly predicts volunteer support and commitment. All independent factors and dependent factors seem to be correlated with each other. Roles, functions, and leadership style of village heads and subdistrict administrators seem to be the key elements in improving RDCs' performance, support and commitments in village development programs.

The research procedure employed in this study seems to be most appropriate for a study which uses respondents with relatively low levels of education and little experience in rural development.

112. Motivations for Workplace Democratization: A Case Study of Airline Mechanics
Nanette Brey
1986
Chr. Dr. Horace Reed

This study was designed to glean a greater understanding, from workers' perspective, of their motivations toward workplace democratization. The active participation by workers in democratizing programs is crucial to their long term success.

Study participants selected for this study were airline mechanics. Nine mechanics worked for Firm A which had no participative decision-making program and which offered a minimal stock ownership plan. Ten mechanics were from Firm B which had introduced an employee participation program and which had a compulsory stock ownership plan.

The results of a comparison between Group A comprised of mechanics from both firms who tended to favor workplace democratization and Group B comprised of mechanics from both firms who tended not to favor workplace democratization did not substantiate theory. Differences between both groups were found on three motivation factors: family upbringing, media and military service.

113. Training Needs of Village-Level Leaders for Participatory Rural Development: Focus on Sri Lanka
Stanley Gajanayake
1987
Chr: Dr. Horace Reed

People's participation at the grassroots level in development is a major concern of policy-makers, development planners, research workers and practitioners in the field of rural development. The ability and the willingness of the rural people to involve themselves actively in the development process depends on their level of motivation. The village-level leaders can play a central role in the process of motivating and igniting the enthusiasm of the people at the village-level. Strengthening the capabilities of the village-level workers in this respect is one of the crucial challenges faced by practitioners in the field of rural development.

The primary purpose of this study is to identify, prioritize and operationalize the training needs of the village-level workers in performing their role effectively as facilitators in involving rural masses in the development process.

The design of the study combines a critical survey of literature, a case study, a needs assessment and an operationalizing process of prioritized needs. The survey of literature incorporates a critical appraisal of concepts of rural development and of people's participation. It also highlights the crucial role of village-level leaders in eliciting people's participation,k drawing upon examples from selected development models. The case study inquires into the role of village-level leaders of the Sarvodaya Shramadana Movement in Sri Lanka, a unique example of a participatory rural development effort in the developing world and also evaluates the nature of its training efforts The needs assessment explores the training needs of the village-level leaders of the Movement. The prioritization process highlights the major training needs, and the operationalization process breaks down prioritized needs into more clear dimensions. At the conclusion of the study these major dimensions emerging from the prioritized training needs have been analyzed and synthesized to present a general framework for the formulation of training programs for village-level leaders. While the study is focused specifically on the Sarvodaya Shramadana Movement of Sri Lanka, the broad framework may be relevant to training programs for other developing countries.

114. Case Study on Job Performance and Implication for Staff Development for PENMAS Peniliks (Community Education Fieldworkers) in North Sumatra, Indonesia
Syahbuddin Harahap
1987
Chr: Dr. Robert J. Miltz

The purpose of this study is to assess job performance of the Penmas fieldworkers and to identify the factors that affect the performance of the fieldworkers which should be considered in planning staff development for these personnel.

Fifteen respondents from Deli Serdang District in the North Sumatra Province were randomly assigned and interviewed in-depth in order to gain information regarding their perception about their job performance and other influencing factors, i.e., organizational climate, reward system, working facilities (as the components of situational factors) and training experience (as the component of personal factors)

Qualitative and quantitative analyses were used to interpret data gathered. Central tendencies (mean, mode and standard deviation), were used to find out the average tendencies of all factors investigated. Pearson correlation and multiple regression were employed to discover the relationship between job performance and other factors and to find out if a single factor or a group of factors correlated or contributed to the job performance of the fieldworkers.

This study found that organizational climate, reward system, working facilities, training experience, together, quite significantly correlated or contributed to the job performance of the fieldworkers. However, acting alone, only reward system and organizational climate at the district level correlated and contributed, and therefore significantly predicted the job performance. Thus, a staff development program for the fieldworkers should be comprehensively planned considering all investigated factors.

This study also found that there were many situational factors and/or problems in villages that influenced the performance in organizing and developing learning groups, i.e., factors that were motivational, physical and climatic in nature. However, since this study focused on interviewing the fieldworkers and there was a little chance to observe the real condition of learning groups and villages, it is necessary to follow up this study focusing on the dynamics of the learning groups that might be useful for further development of Penmas learning programs in the future.

Since this case study used a small sample, to generalize these finding to a wider context, these findings should be tested using a larger sample covering different geographical and cultural context.

115. Environmental Perception Studies of Andean Peasants for Educational and Development Planning
Basha Vianne Hicks
1986
Chr: Professors Linda Lockwood, Horace Reed, and Richard Wilkie

Environmental perception data contributes significantly to planning and design decisions. This research samples a broad range of environmental perception variables that explore the cognitive, affective and behavioral dimensions of human relationships to the environment. These relationships are held in the mind and are reflected by evolving knowledge, attitudes, fears and expectations. Although mental images and response to the environment vary among individuals, a distinctive local character may be discerned. The goal of this research is to analyze environmental perceptions and behavior in order to identify planning and design considerations to aid regional hydro-electric development.

Three critical microwatersheds of the Guanare-Masparro hydro-electric project in the Venezuelan Andes were selected as test sites. A random sampling of dwellings yielded 318 interviews. They survey instrument was administered by a team of six trained Venezuelan forestry students and the project director. Survey information was organized into the following nine categories of variables: demographic, economic, agricultural economic, agricultural, agricultural knowledge and perception, environmental knowledge and behavior, environmental perception, social and psycho-cultural.

Analysis of the data focuses on four main research issues: (1) a self-defined needs analysis of inhabitants which reveals expectations for development; (2) environmental perception data concerning fauna, forest, soils, climate, and water; (3) the interrelationship of environmental quality perception and objectively measured environmental conditions; and (4) development and educational guidelines that incorporate the needs and perception of learners.

116. Introducing TechnologicalInnovations for Education in a
   Developing Country--Implications for Planning
M. S. Vijay Kumar
1986
Chr: Dr. David R. Evans

This study examines planning issues relating to the introduction of technological innovations in developing countries. Three major problem areas with respect to planning for innovation-introduction have been identified: a) a disproportionate "Application-Focus" as compared to an "Organizational-Focus," that is, more concern for the innovation characteristics than for the contextual and people-related aspects of an innovations; b) insufficient attention during a pilot study, to factors that could affect the future possibilities of an innovation and c) lack of mechanisms to detect and address probable changes required in the technology, the users or the intervention process for effective use of the innovation.

Literature on representative innovation projects involving technology such as radio and television for education in developing countries and theories and models of innovation research have been reviewed. The review of projects indicates the criticality of Organizational and Long-Term issues for the success of an

innovation's installation and future. The review of innovation theories and models reflects an increase over time, in the level of synthesis of factors affecting the innovation process and in the emphasis on human and contextual aspects.

A field study was conducted in Lesotho, Southern Africa to assess the viability of using electronic learning aids to supplement literacy and numeracy education in primary schools and to identify factors affecting the introduction and future use of this innovation. Conclusions, implications and recommendations, specific to this project and for innovation planners and practitioners in general, have been presented.

The study concludes that despite the encouraging results of the exploratory study, substantial efforts on the part of the innovators, major changes in the infrastructure and intensive marshaling of resources would be required for large-scale, long-term use of the aids in Lesotho. An extensive pilot-study is recommended as an essential "first-step." For innovation planners and practitioners, the study recommends a balance between Organizational and Application perspectives, and a consideration of long-term aspects during the introductory phase.

117. Instructional Methods and Media: Issues Surrounding the Open Colleges of Korea
Kyung Jae Park
1986
Chr: Dr. George E. Urch

The development of an open learning system as an alternative to formal, full-time study enables a broad cross-section of the adult population to compensate for missed educational opportunities and to acquire new skills and qualifications for career changes. Through the use of modern communications technology, the open learning system can reach more people more effectively. One of the most important tasks facing an open learning institution, therefore, is to develop an appropriate instructional system which employs such modern communications technology.

This study examines issues surrounding the development of methods and media in the open colleges of Korea. The study focuses mainly on identifying: (1) the problems and constraints working people perceive in continuing their education at an open college; and (2) the needs of Korea's open college staff for developing appropriate instructional methods and media.

The methodology of the study consists of a comprehensive review of literature, two case studies, a survey of students, and a needs assessment. The review of literature explores the nature of open learning, its strengths, weaknesses, and potentials as an alternative to formal, full-time study at the post-secondary level. Also examined are the didactic possibilities and limitations of major

instructional methods and media currently or soon to be used in open learning. The case studies inquire into the practical issues and implications for developing an appropriate instructional system.

The survey of open college students explores those problems and constraints they encounter in continuing their education, which should be considered in developing instructional methods and media. The needs assessment identifies the needs of open college staffs for resources which are necessary for the development of instructional methods and media that would be appropriate for their students. The study concludes by addressing several recommendations for the development of open colleges in Korea, especially the development of their instructional system.

118. Developing a Framework for Feminist Participatory Research: A Case and Assessment with Former Battered Women in Gallup, New Mexico
Patricia Ann Maguire
1987
Chr: Dr. David Kinsey

The purpose of the study is to develop a framework for feminist participatory research, an alternative, emancipatory approach to social science research. Feminist participatory research, which challenges male oppression of women, is important in light of participatory research' intention to uncover and change systems of oppression.

The first part of the study builds a rationale and framework for feminist participatory research. The second part further develops and modifies the framework through a field project with a multicultural former battered women's group in Gallup, New Mexico.

To establish a rationale for feminist participatory research, the study examines dominant and alternative paradigm social science research. Examination of participatory research exposes androcentric, i.e., male-centered, aspects similar to the male biases of dominant, positivist-informed research. A comparison of feminist and participatory research provides the basis for a feminist participatory research framework.

The second part of the study describes the Former Battered Women's Support Group Project. Anglo and Navajo women name, investigate, and explore solutions to problems they face after leaving a local shelter. Extensive interview material is included. The project is analyzed and evaluated using both participatory research characteristics and the framework. Participants have a voice in project evaluation. The framework is evaluated and modified based on the field project experience. hence, theory and practice inform each other. The study concludes with recommendations for further developing feminist participatory research.

The study is of interest to participatory and feminist researchers and those exploring emancipatory research approaches. It may interest practitioners and researchers working with former battered women.

119. Primary School Teachers' Nutrition Knowledge and Attitudes: A Study in Belize
Nanette Hegamin
1987
Chr: Dr. George E. Urch

The study investigated the Revelant Education for Agriculture Production (REAP) Program at the BELCAST School of Education, Belize to determine its influence on the primary school teachers' nutrition knowledge and attitudes among food choices, nutrition related diseases, and nutrition principles.

The methodology used for the investigation were two instruments developed by the researcher: the Nutrition Knowledge Inventory (NKI) and the Nutrition Attitude Scale (NAS). A pilot study was conducted in Belize to test the reliability of the instruments. Reliability at the .75 level was established for the attitude scale. The KR-q21 formula was utilized to establish reliability for the NKI at .97. The level of significance was established at .05.

The population consisted of 74 primary school teachers (15.5%) systematically selected from three of the six political districts in Belize. Of the total teachers, 25 teachers had completed the REAP program and 49 had not. Three null hypotheses were tested to determine the differences among the two groups of teachers. Hypothesis One, there is no significant difference between the NKI mean score achieved by the two groups. Hypothesis One was rejected by the findings. Hypothesis Two, there is no significant difference between the two groups mean score on the NAS. The findings revealed Hypothesis Two failed to be rejected. Hypothesis Three, there is no significant difference between the correlation of the two group's knowledge and attitudes among the subsets: food choice; principles of nutrition; and nutrition related disease. The results revealed a significant difference on the principles of nutrition correlation and food choice, however, no significant difference was showed by the correlation on nutrition related disease.

In conclusion, the researcher, suggests a replication of the study countrywide and a closer examination of the barriers which may account for the teachers' attitudes toward nutrition.

AUTHOR INDEX

Abdullahi, Ramatu 31
Ali, Kamal H. 67
Ali-Shaikhly, Falilh A. 14
Angelo, Priscilla J. 32
Anzalone, Stephen 68
Arrendondo, Vicente 78
Bell, Ronald 7
Betz, Richard L. 106
Billmoria, Roshan R. 61
Bing, John Whipple 51
bin Saidi, Radja S. 48
Blackman, Joseph 15
Brey, Nanette 112
Bridges, Alan K. 43
Carpenter, Susan L. 22
Cash, Kathleen Ann 79
Chhodak, Tenzing 62
Christensen, Philip R. 2
Clark, Leon E. 33
Collantes, Sister Mary Fe 63
Comings, John Paul 53
Dehghan, Dariush 34
Diaz, Luiz 80
Dlamini, Benjamin N. 104
Droegkamp, Janis Mildred 81
Dube, Kotsho L. 23
*Etling, Arlen Wayne 16
Gajanayake, Jaya 92
Gajanayake, Stanley 113
Gartin, Beverly Holmes 69
Garvey, Mary Kristine 82
*Gillette, Arthur L. 28
Gilmore, Julianne R. 83
Golub, Deborah Ruth 54
Gomez, Victor Manuel 52
Gordon, Gloria Mark 84
Govreen-Yehudaeen, Shmuel Herzl 85
Grant, Stephen Hall 3
Guild, Patricia O'Rourke Burke 64
Guild, Stephen Eves 8
*Gunter, Jonathan F. 24
Hagerty, Michael Patrick 44
Halsted, Isabella 70
Harahap, Syahbuddin 114
Harris, Jeanette G. Davis 17
Hartwell, Alfred S. 4
Hatch, John D. 9
Haviland, Michael R. 10
Hegamin, Nanette, 119
Hicks, Basha 115
Holmes, Henry Cobb 11
Hopkins, Robbins S. 86
*Hoxeng, James 5
Hurwitz, Alan 71
Jenkins, Charles Lamont 35
Jones-Dube, Elvyn 100
Kahler, David W. 96
Khalil, Khalil H. N. 25
Khan, Muhammad Azam 36
Kim, Yong Hyun 107
*Kindervatter, Suzanne 55
Kinsley, Dale E. 37
Koech, Michael Kipkorir 72
Kokuhirwa, Hilda Nyamwiza 87
Kumar, Vijay M.S. 116
Kurato, Yoshiya 26
Langa, Bhekokwakhe F. 105
Lee, David Currie 109
Lindsay, Beverly Joyce 18
Lynch-Richards, Esla V. 30
Maguire, Patricia Ann 118
Mangan, James 73
Manuwuike, Chukwuemeka 1
Martin, Carol Melvina 74
Matsela, Fusi Zacharias Aunyane 56
Maxwell, Margaret 93
Mbandi, Stephen Nji 94
*McLaughlin, Stephen Douglas 57
Miller, Valerie 97
Moda, Musa 103
Moletsane, Ramoshebi Ishmael Maboee 38
Montsi, Mercy Rapelesega 45
*Moulton, Jeanne Marie 39
Mugiri, Ephantus Mwiandi 75
Mukoboto, Sibeso 88
Mulusa, Thomas 89
Munger, Fredi Mooney 90
Murchinson, Colden 40
Myeni, Annie Dumisile 95
Nair, Vasudevan 46
Njiri, Ruth S. 19
Njoku, Raphael Mwafor 76
Nkomo, Mokubung 98
Ochoa, Victor Alberto M. 47
Oluoch, Gilbert Paul 41
Park, Kyung Jae 117
Pearson, Robert P. 12

AUTHOR INDEX

Ramirez-de-Arellano,
   Julio D. 108
Rosen, David Jules 20
Russell, Robert I. 91
Salomon, Manjula B. 77
Schimmel, Gordon L. 13
Senior, Maxwell S. 101
Seshibe, Nana Ruth Mbelle 58
Shaw, Willard David 99
Shepard, Cynthia Norton 6
*Smith, William Arthur 27
Somtrakool, Kla 65
Steverson, Howard L. 49
Theroux, James M. 21
Tjitendero, Mose Penaani 42
Tongsri, Mayuree 110
Vella, Jane Kathryn 59
Villanueva, Yvonne 50
von Hahmann, Gail S. 102
*Walker, David Addison 60
Withayagiat, Somprasong 66
Woolmer, T. L. 29
Zulkarnain 111

*Indicates C.I.E. publication

SUBJECT INDEX

achievement motivation 104, 114
action research 61, 118
adult education 10, 65, 99, 103, 109, 117
Africa 1, 3, 9, 13, 18, 19, 23, 28, 31, 38, 39, 40, 41, 42, 45, 48, 49, 51, 56, 57, 58, 59, 72, 74, 75, 76, 81, 82, 87, 88, 89, 91, 93, 94, 98, 100, 101, 103, 104, 106, 116
African studies 7
agriculture 49, 82, 89, 119
appropriate technology 46
Asia 11, 34, 35, 46, 51, 53, 60, 62, 63, 65, 66, 90, 92, 107, 110, 111, 113, 114, 117
Belize, 119
bilingual education 47, 71
Black studies 17
Botswana 91, 100
Cameroon 94
Caribbean 30, 84
church schools 76
cognitive psychology 57, 60, 64, 68, 73, 83
collaborative programming 51, 55
Colombia 24
community education 59, 63, 114, 118, 119
comparative education 19
computers 44
counseling 43
critical consciousness 27, 102, 118
cross-cultural communication 26, 60, 70, 73, 86, 95
cross-cultural education 7, 8, 12, 37, 54, 69, 84, 85
cultural alienation 1
culture change 31
curriculum development 2, 8, 11, 12, 30, 41, 77, 88, 89, 117
Delphi technique 16
development education 34
dialogue 5, 85
distance education 80
Ecuador 5, 16, 27, 40, 51
educational development 52, 56
educational foundations 25, 29
educational planning 48, 58, 65, 78, 92, 99, 107, 110, 115, 116
educational policy 23, 25, 32, 41, 48
El Salvador 24
empowerment 55
England 10
entrepreneurship 100, 104, 106, 107
environmental perception 115
evaluation 7, 15, 16, 27, 79, 107
facilitator training 4, 5, 16, 27, 79, 113, 114
feminism 118
folklore 105
formal education 1, 2, 3, 7, 8, 9, 11, 17, 18, 19, 20, 22, 25, 30, 32, 33, 34, 38, 42, 43, 47, 67, 75, 76, 78, 84, 88, 107, 109, 119

Freirean theory 27, 59, 63, 102, 118
games and simulations 4, 5
Gandhian theory
Ghana 49, 51, 57, 91
global education 8, 22
health education, 119
higher education 6, 14, 18, 21, 59, 79, 98, 107
Honduras 107
humanistic education 25
income generation 106
India 46, 62
indigenous education 1, 56, 57
Indonesia 35, 55, 90, 111, 114
innovations 2, 4, 5, 20, 23, 37, 93, 116
institution building 94, 107, 110
instructional media 117
international involvement 6, 8, 77
Iraq 14
Israel 85
Ivory Coast 3
Japan 26
Kenya 18, 19, 40, 41, 72, 75, 89
Korea 107, 117
labor 112
labor market 52
language 70, 83, 99
Latin America 5, 15, 24, 27, 40, 50, 51, 53, 80, 97, 107, 115, 119
learning styles 64
Lesotho 38, 45, 56, 81, 93, 106, 116
literacy 5, 10, 68, 83, 96, 97, 99, 103
manual labor 13
mass media 3, 14, 21, 36, 60, 80, 101
materials development 53, 60, 73, 84, 90
Middle East 12, 14, 85
minority issues 6, 17, 19, 40, 47, 67, 71
motivation 111, 112, 113, 114
music 69
Muslim education 67
Namibia 42
national development 14, 23, 35, 42, 48, 78, 115
Nepal 60
Nicaragua 97
Niger 39
Nigeria 32, 74, 76, 103
nonformal education 5, 16, 21, 24, 25, 28, 35, 36, 38, 39, 40, 45, 51, 53, 55, 59, 66, 78, 79, 87, 90, 91, 92, 101, 103, 106, 107, 109, 110, 111, 117
non-Western studies 7, 12, 17
nutrition, 119
participatory process 53, 55, 61, 82, 112, 113, 118
participatory research 118
peace education 22
Philippines 63
political power 52

popular culture 91
population education 33
primary education 3, 9, 11, 22, 42, 119
radio 21, 36, 101, 116
reading 50, 68, 83
refugee education 58, 62
research methodology 44, 118
rural development 36, 39, 49, 61, 89, 111, 113, 114
rural education 34, 65
science education 72, 75
secondary education 17, 20, 22, 33, 42, 43, 45, 75, 77, 88
self-concept 31, 45, 70, 96
self-disclosure 26
self-reliance 40, 46, 59, 63
Senegal 39
sex roles 50
special education 30
social change 103
societal relevance 9, 11
South Africa 58, 98
Sri Lanka 92, 113
Swaziland 104
Tanzania 9, 18, 30, 49, 87
teacher training 15, 30, 34, 37, 64, 71, 93
television 3, 24, 116
Thailand 11, 51, 55, 65, 66, 110
The Gambia 101
Tibet 62
Trinidad and Tobago 30
Ujamma 9, 28
United States 2, 6, 7, 8, 13, 17, 19, 20, 21, 24, 26, 29, 32, 33, 40, 43, 47, 53, 64, 67, 69, 77, 91, 105, 112, 118
U.S.S.R. 109
Venezuela 50, 80, 115
vocational education 57, 71, 74, 81, 92
women 74, 87, 118
Zaire 48
Zambia 23, 82, 88

PSYCHOLOGY 310
SENSATION & PERCEPTION

OUTLINES

Instructor: Ernest Dzendolet